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THE UNIVERSITY OF ALBERTA

AN INVESTIGATION TO DETERMINE THE RELATIONSHIP OF
CERTAIN FACTORS OTHER THAN INTELLIGENCE TO
STUDENT ACHIEVEMENT IN LITERATURE 20

by

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A THESIS

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ABSTRACT

This study was undertaken in June, 1960, in the following five inspectorates in northeastern Alberta: Bonnyville, Lac La Biche, Smoky Lake, St. Paul, and Thorhild.

This study investigated the relationship between achievement in Literature 20 of students of three racial stocks (English, French, and Ukrainian) and each of the following factors:

- a. the number of books read
- b. the quantity of periodicals the students had access to, and/or
- c. the size of the home library.

In addition, differences in achievement in Literature 20 between students of English racial stock and French racial stock, and between students of French racial stock and Ukrainian stock were investigated. This study also investigated the achievement of rural or "country" students in Literature 20 and the achievement of urban or "town" students.

The method of analysis of the data obtained from the questionnaire and the final examination in Literature 20 involved the use of nonparametric statistics. The median test, the extension of the median test, the Kruskal-Wallis test, and the Mann-Whitney U test were used in the analysis of the data.

The study found that for English and French students the number of books read and achievement in Literature 20 was

not related. For Ukrainian students there was a positive relationship between the number of books read and student achievement in Literature 20.

For all three racial stocks, English, French, and Ukrainian, there was no relationship between the number of periodicals read and student achievement in Literature 20.

Only for the students of English racial stock was there a positive relationship between the size of the home library and achievement in Literature 20.

Students of English racial stock achieved significantly higher in Literature 20 than did the students of French racial stock in the same geographical area. The difference in achievement in Literature 20 between students of French racial stock and students of Ukrainian racial stock in the same geographical area was not significant.

In the same geographical area urban or "town" students achieved significantly higher in Literature 20 than did rural or "country" students.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Achievement in Literature 20 by Alberta senior high school students is dependent on a variety of factors. Of the many factors involved in achievement, one factor, the breadth and depth of student reading may be of considerable importance. Literature 20 students do much reading in their leisure reading program. Are there any significant results of this wide reading?

Recognizing the importance of wide and adequate reading in the life of the high school student both at school and at home, the Curriculum Guide¹ for Literature 20, distributed to Alberta high school teachers, places much emphasis on leisure reading:

A substantial part, say fifteen to twenty-five percent of the evaluation of the student's total performance in English 10 or 20 should be based on the leisure reading requirement.

In addition to time spent in reading of books, a considerable amount of student reading time is spent on periodicals, including newspapers. Spokesmen in the language arts who are knowledgeable in the area of periodical reading and related research recognize the value of magazine reading:

1

Government of Alberta, Senior High School Curriculum Guide for English, Department of Education, (Edmonton, Alberta: Department of Education, 1957), p. 51.

One of the fundamental purposes of the secondary school is to prepare young people for the constructive use of leisure time. The magazine offers a wide variety of opportunities to adolescents, not only for the pursuit of their present interests but also for the development of many worthwhile new interests.²

Newspaper reading, too, according to Dale³, can and should enrich the life of the student. One of the immediate results of extensive newspaper reading is the development of the powers of discrimination in the reader. The student must learn to weigh and evaluate material as newspapers are not always reliable suppliers of information.

Adequacy and accuracy in newspaper reading by grade eleven students in Alberta high schools in 1960 was further emphasized through the Grade Eleven language course which included a unit on newspapers. Thus, as the leisure reading program was organized to bring the world of books to the attention of high school students, a study of newspapers in the Language 20 course brought attention of students to periodicals. Grade Eleven students, through the Language 20 course, were thus given an opportunity for concentrated study on one facet of the mass communication media.

Factors other than the reading of books and periodicals may affect student achievement in Literature 20. A student's language and cultural background (i.e., his racial stock),

2

John J. DeBoer, Walter V. Kaulfers, Helen R. Miller, Teaching Secondary English, (New York: McGraw-Hill Book Company, 1951), p. 259.

3

Edgar Dale, How to Read a Newspaper, (Chicago: Scott Foresman and Company, 1941)

and his place of residence (i.e., rural or urban) may also be important influences on his achievement in Literature 20.

I. STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the relationship between several of the factors listed above, and achievement in Literature 20.

The Problem. If there is a difference in achievement among the English, French and Ukrainian students in Literature 20, can the difference be partly accounted for by:

- a. the number of books read,
- b. the quantity of periodicals the student had access to, and/or
- c. the size of the home library?

Is there a significant difference in the achievement for each of these three major racial stocks in the geographical area under investigation?

Is there a significant difference in achievement between the rural students and the urban students in the same area?

To supply the data to answer these questions, a student questionnaire and a final examination in Literature 20 were designed by the investigator and given to 607 Grade Eleven students in five inspectorates of northeast Alberta.

II. THE IMPORTANCE OF THE INVESTIGATION

Because of increasing enrolment and class load, partly brought about by centralization in recent years, teachers have found it difficult to keep in touch with the smallest but most important unit in the school--the individual student. In the rush of living in a machine-dominated age, teachers may often forget that instruction directed at individual needs remains basic to the educative process.

Each of the teacher's charges is a composite of a variety of emotions, moods, experiences, aspirations and apprehensions. Each student is at the mercy of his biological and psychological forces, all of which are involved in his growing up. Each individual student is unique and infinite in his variability, and the skillful language arts teacher should not fail to capitalize on any opportunity which might be used to guide each student to both mental and emotional maturity.

One of the most rewarding areas in which opportunities abound to help individual students affect a smooth transition into creative adulthood is in the field of literature. The adolescent who is particularly prone to a variety of personal and social problems, may, with the help of his literature teacher, overcome the hurdles with considerably less uncertainty and tension. In literature the student will find myriad examples of problems and difficulties that are often not unlike his own. Through reading he can identify

himself with characters who have solved their problems, and thereby achieve a measure of emotional maturity.

Educators believe that some of the answers to the adolescent's personal and social problems are discoverable through the extensive reading of good books and periodicals. In this light, the importance of students reading books of acceptable quality can not be underestimated.

In the geographical area in which this study was conducted, teachers had been aware for quite some time of the reading difficulties of high school students. A number of studies in the area (see Chapter Two) had concentrated on the reading difficulties of students of bilingual backgrounds.

This investigation was undertaken that it might shed more light on adolescent reading habits associated with literature. A small, unselected group of grade eleven rural and urban students representing three principal racial stocks was used for the study. Most of the students in the study were bilingual, and bilingualism may be a factor that influences achievement in Literature 20. Since studies regarding bilingual factors are not very numerous, and to assist further research in bilingualism, the Canada Council and the Canadian Linguistics Association supported this study financially.

III. PROCEDURES AND LIMITATIONS OF THE STUDY

This study was undertaken in five inspectorates of north-eastern Alberta, namely, Bonnyville, Lac La Biche, Smoky Lake, St. Paul, and Thornhild. A total of 607 students was involved in the study. Of these students 93 were of English racial stock, 122 were of French racial stock, and 284 were of Ukrainian racial stock. Answers to the problems posed earlier in the chapter, and for the most part involving these three racial groups, were secured through a study of a student questionnaire, a teacher questionnaire, and a final examination in Literature 20. All of the students in the geographical area took the examination and completed the questionnaire in the assigned examination period, on June 15, 1960.

The Literature 20 course in Alberta is a three-credit course, that is, its share of class time per week is set minimally at 105 minutes, maximally at 135 minutes. The course is designed primarily to promote a greater understanding of other people and thus help students gain greater insight into individual behaviour. Literature helps refine emotions, define one's ideas, and aid in the development of a standard of values.

The basic text, Creative Living V, is an anthology of short stories, essays, biographies, poems, and drama selected to challenge readers at all levels of reading ability. As a supplement, the student is required to study one Shakespearean

play (Julius Caesar, The Tempest, or Richard II) during the school year. He is also required to participate actively in a leisure reading program with an optimum of ten books suggested as the requirement.

Since the study was concerned with all grade eleven students in the area who took Literature 20 during the 1959-60 school year, no attempt was made to match or categorize students according to any variable in any of the parts of the problem under investigation.

For several reasons the investigation into the areas enumerated above was not concerned with the intelligence factor. The intelligence factor had to be omitted from the study because of the difficulty in getting reliable information on the student population in the geographical area. The only comprehensive record of the intelligence factor available was that of the Grade Nine SCAT written by some of the students at least two years earlier. However, many of the students, (for example, the students of RCAF personnel at the Cold Lake Air Force Base) had taken their Grade Nine or equivalent elsewhere; and SCAT scores were not available for them.

Students who were repeating the course were considered as part of the population used in the study, without any qualifications or limitations being set on the study because of their presence.

Students who might have had the advantage of better

instruction from better qualified teachers were in no way specially treated in the investigation. An analysis of data taken from the teacher questionnaire disclosed that the teachers, whose classes participated in this study, differed in academic and professional preparation and in experience.

The final examination in Literature 20 prepared for the study and approved by Dr. E. Buxton, editor of the authorized text (Creative Living V), is assumed to be sufficiently comprehensive to validly measure student achievement in Literature 20.

The following assumptions are also made in this study:

a. The responses to the questionnaire upon which a portion of this study is made represents the respondent's honest and best judgement of the matter in question.

b. Since the superintendents of these inspectorates agreed that the examination in Literature 20 prepared by the researcher would also be the "final", it is assumed that the examination was conducted with the following requirements:

1. that no student who took the examination had had prior knowledge of the contents of either the examination booklet or the questionnaire;
2. that all students took the examination and completed the questionnaire at and for the required time; and
3. that, in all respects of examination conduct, no student copied from another, nor was

prompted by another student or his teacher.

c. The investigator assumes that all students who took Literature 20 through the year were in attendance on examination day in each of the five inspectorates.

IV. DEFINITION OF TERMS

The following items are defined so that their interpretation shall be consistent throughout the study.

a. "Books read" means novels, adventures, mysteries, and biographies read by the student in the school year in which he wrote the Literature 20 examination.

b. "Periodicals" includes the following titles: Maclean's; The Edmonton Journal; Newsweek; Time; Atlantic Monthly; Saturday Review of Literature; Life; Saturday Night; National Geographic; Canadian Geographic; Sports Illustrated; and the local community publication.

c. "Home library" includes books other than texts which each student has as part of his library at home, and to which he has ready access.

d. "Language background" is here used as synonymous for and interchangeable with racial stock. It does not imply any degree of bilingualism, though respondents both French and Ukrainian, did indicate in item 35 of the questionnaire whether they spoke fluently or wrote another language with reasonable facility. In the Ukrainian group 220 out of the 284 students in the sample indicated that they were

bilingual. In the French group 109 out of 122 students indicated that they were bilingual. However, the degree and type of bilingualism requires a more precise instrument of measurement than was devised for this study.

e. "Rural or urban" means students who were country or town residents. They were requested merely to indicate on the questionnaire whether they were "country" or "town" students. It was assumed that each student would know whether he was within the limits of a hamlet, village, or town, which for the purpose of this study would mean urban

f. "Final Literature 20 examination" refers to the examination which the investigator made for this study. A discussion of its contents appears in Chapter Three. A copy appears in the Appendix.

CHAPTER II

REVIEW OF RELATED LITERATURE

Surveys and investigations related to the study are discussed in the following pages. Certain aspects of the teaching of Literature 20, the individual differences and needs of students, and factors that influence reading skills related to the objectives of the literature program are discussed. The importance of books and periodicals (including newspapers) in the lives of adolescents is also discussed. In separate sections studies and statements on bilingualism, and noted differences between rural and urban students are reviewed.

I. THE TEACHING OF LITERATURE IN ALBERTA

Aims in education change from generation to generation. Earlier educational aims were narrow. However, with the phenomenal rise in school population of the forties, and increased attention given to the individual, educational aims were rewritten. They were revised to reflect the broader goals of personal and social development based on the needs, problems and interests of the students.

Personal and social needs, problems and interests differ with the age groups of students. For the adolescent in senior high school the needs are different from those of the junior high school student. With this in mind the

Educational Policies Commission (quoted in the Alberta Curriculum Guide) lists among others, the following objectives which appear to be pertinent to the study of literature by adolescents in the high school.¹

All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

In Alberta the primary aim of the school is to assist adolescent growth toward maximum self-realization, involving both emotional and intellectual aspects of the individual's life. Among the adolescent's intellectual potentials, the following are said to be desirable ends:²

ability to think rationally, to express thoughts clearly and to read and listen with understanding;

an understanding and appreciation of cultural heritage;

the development of suitable recreational and leisure-time activities.

These objectives, as listed for the Alberta secondary schools, parallel the objectives of the American Educational

¹ Government of Alberta, Curriculum Guide for Alberta Secondary Schools, Department of Education, (Edmonton: Department of Education, 1950) citing the Educational Policies Commission, Education for All American Youth. (Washington, 1944).

² Government of Alberta, Curriculum Guide for Alberta Secondary Schools, Department of Education (Edmonton: Department of Education, 1950), p. 16.

Policies Commission of 1944. The stated objectives are basic to the development of an adequate literature program for the secondary school in Alberta. For example, the Curriculum Guide for Literature 20 says:³

The literature program aims to meet a variety of individual needs and interests through a common program adapted by differentiated readings and assignments.

In addition, teachers are reminded, in the same publication, that the program should remain flexible:

The teacher is encouraged to supplement the prescribed texts with suitable selections from other sources. Reputable newspapers, magazines, dramas, and collections or anthologies of prose and verse are among these recommended sources.

Besides the use of selections from other sources, a certain flexibility is achieved within the Literature 20 course itself. Literature 20 students in Alberta in 1960 selected one of three Shakespearean plays (Julius Caesar, The Tempest, or Richard II) which they were to study. In addition, they were required, in the leisure reading program, to read an optimum of ten books selected from a variety of free reading material.

Through the study of drama and fiction (and biography) it was assumed that personal and social needs would be satisfied. Heaton and Lewis⁴ believe that reading of drama,

³Government of Alberta, Senior High School Curriculum Guide for English, Department of Education, (Edmonton: Department of Education, 1957), p. 36.

⁴M.M. Heaton, H.B. Lewis, Reading Ladders to Human Relations, (Washington: American Council of Education, 1955), pp. 6-8.

fiction and biography in school will present to the students examples of a variety of behaviours:

Biography, fiction, and drama offer readers an opportunity to identify emotionally with human beings who are in interaction with their fellows. They provide access to the feelings of other people in a way otherwise offered only by face-to-face contacts. Biography, fiction, and drama also offer readers concrete living examples of human behaviour and relationships. They provide occasions for mulling over, interpreting, comparing, and contrasting responses. By this analysis the reader gains insight and understanding of principles that apply to his own experience.

The above writers caution, however, that the supply of good books must be adequate and that the books must be accessible to the students. They conclude by saying:

If the borrowed experience from books is to bring about growth of understanding and attitudes, books must make a strong impact upon the minds and hearts of young readers. They must speak with vividness and force; above all, they must relate to the reader's interests and emotional experiences.

The foregoing discussion is related to the needs of the individual. Leisure reading helps to develop insight and understanding of the individual's own basic pattern of physical, emotional, and intellectual growth. But, at the same time, it is recognized that there are human problems which are common to most, and that reading increases one's awareness of shared human problems, needs, and hopes.

Since the high school population has grown in size, and since secondary schools are no longer primarily organized as institutions for college-bound students only, the aims of the school have changed. The modern high school plays a new

role in society. It is a role through which training for life is made available to all students, some of whom have abilities which are more limited. The implication is obvious: equal (but not identical) education for all adolescent youth must be provided.

Members of the National Council of the Teachers of English, meeting in a research conference in 1958, said that "teachers, probably better than anyone else know that this opportunity for education does not mean the same education for all youth."⁵ The educators attending this conference most certainly recognized the problem of individual differences. In regard to reading tailored to individual needs, the members of the group stated:

Because our schools are essentially reading schools where success, regardless of the kind of education being sought, is dependent upon reading, it is one of the important constants and the reading program assumes major significance. We know that appreciation, satisfaction, or delight in books presupposes a grasp of reading skills. This implies many things, among them that we must build the necessary basic skills as we require intellectual reactions to material; that we use varied reading materials; that we use varied reading methods and materials appropriate to the wide range of student abilities; and that we develop understandings, skills, and tastes at all levels of reading ability.

DeBoer,⁶ who also attended the conference, enlarged

5

National Conference on Research in English, What We Know About High School Reading (Chicago: National Conference on Research in English, 1958), pp. 4-5

6

National Conference on Research in English, What We Know About High School Reading, (Chicago: National Conference on Research in English, 1958) citing J.J. DeBoer, "About Reading and the High School Student".

on some particular aspects of individual differences and grouping. He recognized the wide range in reading ability at any grade level. Towards the end of his treatise he says:

The conclusions are inescapable: (1) our groups must be socially compatible, and they must be reasonably homogeneous in physical maturity and general development; and (2) we must provide for individual instruction, permitting each child to master the needed skills at his own rate.

DeBoer then discusses differences in sex, socio-economic level, intelligence, and interests, in respect to the individual's total response to the printed word. He emphasizes the complex interrelationships among these factors. It is true that intelligence of the individual is important, but to discuss an individual's performance in reading and literature, for example, to the exclusion of other factors is oversimplification. A look at the "interest" aspect of individual differences alone, DeBoer says, is informative since it shows the cluster of factors involved in it: intelligence, general maturity, home background, geographical location, past experiences, and cultural opportunities.

While reading is a basic and indispensable skill in any grade level in any school, ability to read well does not of itself ensure success in a literature program. McCullough, participator in the National Conference on Research in English, speaks of an "appreciation" factor. She states that "literature appreciation does not emerge as a by-product of increased reading skill. If students are to learn

appreciation, it must be by direct attention to facts of literary merit." Loban, Ryan, and Squire,⁷ in their methods textbook, enlarge on this further:

The more subtle challenges of literature lie beyond the fundamental skills of comprehending simple prose structures. Like all fine arts, literature uses special ways to evoke experiences in others. By particular uses and arrangements of words, it seeks to express realms of experience inaccessible to ordinary language....Without training and imagination they [students] cannot understand the specific language of literature nor enter the domain it charts.

There is scientific verification available to support the fact that good reading ability does not automatically result in good literary understanding and appreciation. Several researchers have studied literary appreciation. Burton⁸ investigated literary appreciation at a high school level. In 1950 he studied the "relationship of literary appreciation to certain measurable factors." His subjects were 190 twelfth-grade students in three Minnesota high schools to whom he administered four tests:

1. for intelligence, The California Test of Mental Maturity, Advanced series;
2. for silent reading, the Iowa Silent Reading Test, Form AM;
3. for literary appreciation:
 - a. the Carroll Prose Appreciation Test, High School Form,
 - b. the Burton Short Story Comparison Test, Form A,
 - and c. the Burton Short Story Choice Test;
- and 4. for socio-economic status, The Minnesota Occupational Scale.

⁷ Loban, M. Ryan, J. Squire, Teaching Language and Literature, (New York: Harcourt, Brace, and World Inc., 1961) p. 214.

⁸ Dwight L. Burton, "The Relationship of Literary Appreciation to Certain Measurable Factors", Journal of Educational Psychology, 43 (November, 1952), pp. 436-443.

He determined the product moment coefficient of correlation among the scores of the various measures. After having tested his 190 students, he was able to conclude:

The results indicate...the presence of a separate factor of appreciation; that is, high intelligence and silent reading ability applied to literary materials will not guarantee literary appreciation. Furthermore, the correlation among the three appreciation tests indicate that appreciation of literature tends to be fairly specific. A student's ability to appreciate literature cannot be judged reliably by a single test.

In addition to the above conclusions he arrived at the following generalizations:

1. Verbal intelligence and silent reading ability are important factors in appreciation of literature.
2. Nonverbal intelligence has negligible relationships to the elements of literary appreciation measured by the test used in this study.
3. There is an important factor of appreciation of literature separate from intelligence and reading skill.
4. Socio-economic background determines to some extent a student's ability to appreciate literature.
5. Literature appreciation tends to be specific rather than general.

The above generalizations lend support to DeBoer's conclusions about various factors which should be considered when one examines a student's total response to the printed page.

The I.Q. is one factor which is too often used indiscriminantly to account for achievement in literature. The I.Q. is of limited value in assessing achievement in literature because achievement in literature is a product of a complex of variables, many of which do not lend themselves to scientific

measurement. Thus, the I.Q. must be considered in proper perspective to the other factors enumerated earlier in this chapter. Psychologists Thorndike and Hagen are aware of the danger of the indiscriminant use of I.Q. tests, and the subsequent uncritical assessment of results made by teachers. These psychologists caution that the I.Q. must be used with discretion in any area of education.⁹

Above all, the teacher must recognize that intelligence test score is not a measure of personal worth and must avoid rejecting the child whose aptitude for academic pursuits is low.

Earlier in their book they advise that the usefulness of the I.Q. is limited, and that it measures only a portion of the whole child. They say:¹⁰

The more elegant procedures of formal test and measurement must be supplemented by cruder procedures of informal observation, anecdotal description, and rating if we are to obtain a description of the individual that is usefully complete.

Neither an I.Q. test nor any other type of test yet devised can in itself adequately measure progress towards goals in literature which Loban, Ryan, and Squire¹¹ set down for literature students. The goals they define are the following:

⁹
R.L. Thorndike, E. Hagen, Measurement and Evaluation in Psychology and Education, (New York: John Wiley and Sons, Inc., 1955), p. 239.

¹⁰
Ibid., p. 14.

¹¹
Loban, Ryan, Squire, op. cit., p. 277.

1. Literature for self-understanding and for arriving at values in life;
2. Literature as imaginative illumination and the recognition of beauty;
- and 3. Literature for a balanced perspective in life.

From the preceding discussion it would appear that a written examination can measure only a small part of the desirable outcomes available through the teaching of literature. At its best then, a written examination in literature is the least common denominator in the measurement of student progress towards satisfying the objectives of the literature program. Since there is a factor of appreciation that exists apart from comprehension in literature, it is probably a product of special skills and attitudes which are required of the student when he reads literature. Loban, Ryan, and Squire believe that such special skills exist, and that they must be isolated and taught in addition to ordinary reading skills:

Beyond the basic competencies of comprehension students must acquire advanced skills in reading which enable them to explore the full richness of literature. Among the more important abilities to be developed are those involved in seeing relationships between form and content, in perceiving the development of character, theme, symbol, and in detecting the multiplicity of meaning.

Therefore, a written test in Literature 20 can probably only measure skills that fall into the three categories enumerated by Loban, Ryan, and Squire.¹²

¹²

ibid., p. 280.

1. Those needed to perceive the beauty in form which closely parallels content: the author's selection of media; his uses of rhythm and balance; the interrelationship of setting, tone, and point of view.
2. Those needed to perceive development: the structure of the narrative, the logic of the characterization, the relationship of incidents and theme.
3. Those needed to explore meaning below the surface: the basic theme, the connotative effect of words, the use of imagery, the signs and symbols, the satire and irony.

Appreciation which is a compound of emotional as well as intellectual responses of the student to a piece of literature, is related to acquisition of the advanced skills listed above. Thus, one can assume that the better the grasp of the advanced skills needed for reading in literature, the greater will be the degree of appreciation.

II. THE INFLUENCE OF BOOKS, PERIODICALS, AND HOME LIBRARIES ON STUDENTS

Intelligence of the student is one factor which influences achievement in literature. Other factors that bear on achievement in literature have been enumerated earlier in this chapter. Three additional factors will be considered below.

Researchers and educators have long recognized the importance of books, periodicals, and libraries in the lives

of high school students. Cass¹³ notes in Books in the Schools, that books still remain the single most effective means for stimulating learning. In the same pamphlet, Chase¹⁴, Dean of the School of Education of the University of Chicago, writes that TV and programmed instruction:

...can become a starting point for enquiry or can provide basic knowledge and skills useful in inquiry, but they do not lend themselves to the pursuit and analysis of evidence by inquiring minds....For the development of the ability to pursue independent inquiry with rigor and fervor, books are the richest source of help other than life. ...

I predict...that the most important revolution in education in the next ten years will result from the more imaginative and effective use of books and other printed materials.

The the current emphasis on individualized instruction, the ingenuity of both the writer and the publisher will be taxed to provide the quantity and variety of reading materials required for the "revolution" Chase forecasts. Similarly, believing that books will continue to fulfil an important role in the future, The American Association of School Librarians¹⁵ expresses faith that:

The extent to which many children and young people will be creative, informed, knowledgeable, and within their own years, wise, will be shaped by the boundaries of the content of the library resources available within their schools.

¹³ J. Cass, editor, Books in Schools, (New York: American Books Publisher's Council, Inc., 1961), p. ii.

¹⁴ Ibid., p. 25, 20.

¹⁵ The American Association of School Librarians, Standards for School Libraries, (New York: American Library Association, 1960), p. 1.

This Association has, therefore, undertaken to set up new standards for school libraries. In 1958-59, in a survey conducted on their behalf it was found that the American secondary school student had an average of six library books available for his leisure reading. This was considerably short of the "ten books per pupil" standard. The number of books available to the adolescent must be considered because it is through books (according to Loban, Ryan, and Squire) that the secondary school student learns the "humane approach to examining thought and action."

Adolescent leisure reading habits have also been under the scrutiny of librarians and teachers of English. Several studies have been carried out in regard to the amount and kind of leisure reading done by senior high school students. Some investigations have concluded that because of a variety of reasons such as the intrusion of television and the mobility made possible by the modern automobile the quantity and quality of reading among adolescents has fallen off. Fay¹⁶, however, believes that:

Today's young people can and do read. Comparisons of today's youth with those of earlier generations consistently indicate that today's young people read at least as much and as well as their parents and grandparents did when they were in school.

16

Leo C. Fay, Reading in the High School,
(Washington: National Education Association, 1956), p. 4.

And while libraries must get more books for children to read, Fay says that to maintain this level of reading the home too, has a unique responsibility:

To be successful, a basic program of reading must be concerned with both attitudes and interests. From the outset it should be emphasized that the responsibility is not that of the school alone. Unless the home sets value on education, on respect for work, and on an environment that accentuates the positive values to be derived from reading, anything the school attempts will almost assuredly be hampered.

A Canadian survey unequivocally places on the home the onus of the motivation for recreational reading. An investigation conducted by The Committee on Children's Recreational Reading in Ontario (in 1952) found that 40 per cent of the teachers were "of the opinion that few suitable books, if indeed any at all, are to be found in the homes of their pupils, and only thirteen percent are satisfied that their pupils are reasonably well provided for." The Committee found also, that, while children in large urban centres such as Toronto and Hamilton read anywhere up to twenty-eight books annually, thousands of rural children read no books at all. Members of the committee concluded "that the root of the recreational reading problem--and it is a problem--rests in the home and is above all the responsibility of the parents."¹⁷

Several studies have attempted to assess the influence of the home on leisure reading. Sheldon and Carillo¹⁸ carried out a study in which they were able to assess the influence of parents and the home on children's reading. They administered the Progressive Reading Test to ten per cent of all children (868 subjects) in eight school systems in Central New York state, half of whom were good readers, and half not. A questionnaire was circulated to the parents to provide data on environmental, developmental, and educational history, physical growth, and health background of the children in the study. One item on the questionnaire supplied data on the number of books that were in the home of each of the children. The investigators studied the relationship between the number of books in the home and the number of good, average, and poor readers, and were able to conclude that:¹⁹

The trends here are quite consistent. As the number of books in the home increases, the per cent of good readers increases and the percent of average and poor readers decreases.

They also found that the following factors were related to reading ability:

1. Good readers came from homes where parents have reached higher levels of educational attainment.
2. Good readers came most often from homes where fathers were in professional occupations.

¹⁸

W. Sheldon, L. Carillo, "Relation of Parents, Home, and Certain Development Characteristics to Children's Reading Ability," Elementary School Journal, LII (January 1952) 262-70.

¹⁹

Ibid., p. 265.

3. Poor readers came from homes where fathers were in agricultural, skilled or semi-skilled occupations.

If books are influential in the lives of adolescents, of what value are newspapers and magazines? How important is the "printed mass media" to students in the high school? What is the role of the school respecting the mass media of communication? The National Society for the Study of Education devoted the 1954 yearbook to a study of mass communication.²⁰ This society recognized the influence that newspapers and magazines has on the modern high school student. It urged that the school lay a basis for proper and intelligent use of the mass media. Such a basis will develop discriminating readers who will be able to judge the product of the mass media intelligently.

In summary, the spokesmen believe that books still remain influential, and together with newspapers and magazines, they are able to shape the attitudes of the adolescents who read them.

III. STUDIES AND STATEMENTS ON BILINGUALISM

Until recently the word "bilingualism" meant "a condition or state in which an individual used two languages." Soffietti, writing in the Journal of Educational Psychology,

20

E. Dale, editor, Mass Media of Communications, XLV Yearbook of the National Society for the Study of Education. (Chicago: University of Chicago Press, 1954)

provides a more precise definition. He says that, with more interest being directed to foreign language study, "one soon discovers that most of the practical situations referred to as 'bilingual' involve factors that extend far beyond those of the 'habitual use of language'".²¹

"Bilingual" cannot be limited to the mere patterning of "linguistic habits". Since a bilingual exists also in a particular cultural environment, Soffietti believes that "cultural habits" must also be included in the interpretation of bilingualism. Thus, he categorizes the variety of proficiency in the use of languages. He defines the type of bilingual a speaker is, recognizing that the bilinguist lives in a particular cultural milieu. Soffietti identifies four types of bilinguists, namely,

1. the bicultural-bilingual, (e.g., a child, while in school, speaks English but who at home uses his native tongue, maintains his beliefs, and supports his native value pattern),
2. the bicultural-monolingual, (e.g., a child of parents who give up their own language but not the customs, beliefs, or values),
3. the monocultural-bilingual, (e.g., a child who is absorbed completely into one culture but who has learned the use of a second language,
- and 4. the monocultural-monolingust (e.g., a situation in which there is neither linguistic nor cultural interference).

until the investigator recognizes the type of bilingualism, Soffietti believes, the research may not supply an accurate

conclusion. He says, further, that researchers, who are concerned with problems peculiar to the bilingual, often mistakenly ascribe interlingual difficulties to bilingualism. However, difficulties of a bilingual may be problems associated with the cultural environment of the speaker.

In the last several decades a number of studies have been made of bilingualism. Olson²² found that in one area alone "over one hundred studies have been conducted in attempts to define the precise nature of this [bilingual] influence on the measurements of intelligence." Besides psychologists, who are interested in bilingualism and its influence on intelligence, sociologists and educators have shown interest in other aspects of bilingualism. Such researchers are usually concerned only with determining bilingualism, or defining its effects. Such investigations add little to our understanding of bilingualism per se. The understanding of bilingualism, in itself, awaits future research. In the meantime, a number of studies endeavouring to assess the effects of bilingualism on the intellectual capacity of children have been conducted in recent years. One researcher, Darcy,²³ conducted a careful and significant study

22

D.R. Olson, "The Influence of Foreign Language Background on Performance on Selected Intelligence Tests", (unpublished Master's Thesis, The University of Alberta, Edmonton, 1962), p. 6.

23

N.T. Darcy, "The Effect of Bilingualism Upon the Measurement of the Intelligence of Children of Preschool Age", Journal of Educational Psychology, 37, (January, 1946), pp. 22-44.

regarding the "effect of bilingualism upon measurement of the intelligence of children of preschool age", in the New York metropolitan area. Her testees were 212 children of Italian parentage. She classified one half of them as monoglots, and the other half as bilinguals by using both a special rating scale and an interview with mothers of the children. In addition to discovering whether a bilingual background affected measurement of intelligence, she also wanted to determine whether or not a nonverbal test of intelligence could predict intellectual capacity as efficiently as a verbal test. A third aspect she investigated dealt with sex differences and mental capacity.

She classified her 212 subjects carefully into four categories, matched as to number, age, sex and socio-economic level. Under exacting laboratory conditions, to each of the students at each level she administered both the Stanford-Binet Scale (Form L), a verbal test, and the Atkins Test (Form A), a nonverbal test. She worked on this assumption:

...that if a significant difference were not found to exist between the scores of the bilinguals in the verbal and nonverbal scales, it might be concluded that bilingualism is not to be considered as a handicap when measuring the performance of bilingual subjects on verbal tests of intelligence.

Subsequent analysis of data and study of the results led her to conclude that:

1. there was a significant difference between the groups on the Stanford-Binet test, favoring the monoglots;
2. there was a significant difference between the groups on the Atkins Object Fitting Test favoring the bilinguals;

3. the bilingual testees suffered from a language handicap in their performance on the Stanford-Binet Test.

Provided that the tests which she used for that age-group measured what they were intended to measure, it would seem that bilinguals are at a distinct disadvantage in their performance on verbal tests.

Jones,²⁴ somewhat later, conducted an important investigation into the "language handicaps of Welsh-speaking children." His principle interest lay in the influence of reading ability in English on the scores of an English intelligence test administered to Welsh bilinguals. Near Caernarvonshire in Wales he selected at random 117 subjects in the age-group 10 to 12, and divided them into two groups: English-speaking children, and Welsh-speaking children. A questionnaire was used to divide them into monoglot and bilingual groups. To each group he administered the Moray-House Intelligence Test (verbal), and the Jenkins Scale (nonverbal). On the verbal test he found a significant difference favoring monoglots, but neither group showed a significant difference on the non-verbal test. Next, he administered the Schonell Silent Reading Test and equated the groups in reading ability. Since the group was already equated on the nonverbal intelligence test as well as in reading ability, he attempted to discover if differences in the verbal I.Q. remained significant. The

²⁴ W.R. Jones, "Influence of Reading Ability in English on the Intelligence Test Scores of Welsh-Speaking Children," British Journal of Educational Psychology, 23 (June, 1953), pp. 114-20.

data were statistically analyzed and the results showed that the significance in differences between the two groups remained.

To account for the significance of difference, Jones theorized that bilinguals probably did not "think in English". The theory was examined and apparently substantiated when he administered a Welsh edition of a verbal test which produced similar results to a nonverbal test. However, it is not quite clear what Jones meant by the phrase "think in English". In light of recent linguistic attempts to describe bilingualism, his statements perhaps oversimplify the issue.

Other studies, conducted after that of Darcy and Jones, parallel these findings.

There have been several Alberta studies conducted involving certain aspects of bilingualism and concerned with either intelligence or scholastic achievement. Robinson²⁵, Sullivan²⁶, and Skuba²⁷ identified difficulties that derived

²⁵

C.H. Robinson, "A study of the Written Language Errors of 1238 Pupils of Ukrainian Origin", (unpublished Bachelor's Thesis, The University of Alberta. Edmonton, 1934.)

²⁶

D.M. Sullivan, "An investigation of the English Disabilities of Ukrainian and Polish Students in Grade IX, X, XI, and XII of Alberta Schools", (unpublished Master's Thesis, The University of Alberta, Edmonton, 1946.)

²⁷

M. Skuba, "An Analysis of English Errors and Difficulties Among Grade Ten Students in the Smoky Lake School Division", (unpublished Master's Thesis, The University of Alberta, Edmonton, 1955.)

from bilingual backgrounds of students. Robinson conducted a study of "the written language errors of 1238 pupils of Ukrainian origin." He found that Ukrainian grammar infiltrated the bilingual's written work in English. Sullivan also pointed out similar disabilities of Ukrainian and Polish students in Alberta schools. Skuba analysed errors in English comprehension and related areas at the grade ten level in a geographic area settled by Ukrainians.

Reid²⁸, Coull²⁹, and Olson³⁰ conducted research studies in which bilingualism was one of several factors investigated. Reid tested two groups of Alberta students in grades four and seven, numbering 949, and 940 children respectively. Using the California Short Form of the Mental Maturity Test, and with subsequent study of the data, he drew this conclusion:

There seems to be adequate evidence to support the conclusion that taken individually and for the children selected, the French, Ukrainian, and others [including the remainder who were neither of these, nor English] show no significant differences in intelligence....On the other hand, the English sample appears to demonstrate a distinct superiority over each of the other samples in tested intelligence.

28

T.J. Reid, "A Survey of the Language Achievement of Alberta School Children in Relation to Bilingualism, Sex, and Intelligence", (unpublished Master's Thesis, The University of Alberta, Edmonton, 1954.)

29

W.H. Coull, "A Formative Survey of Reading of Alberta School Children in Relation to Intelligence, Sex, Bilingualism, and Grade Placement", (unpublished Master's Thesis, The University of Alberta, Edmonton, 1956.)

30

D.R. Olson, "The Influence of Foreign Language Background on Performance on Selected Intelligence Tests", (unpublished Master's Thesis, The University of Alberta, Edmonton, 1962)

He accounted for the difference as follows:

The linguistic advantage enjoyed by English children is probably an important factor contributing to their superiority on the English language test used in this study.

Coull studied results of five samples of children from eight geographical areas of the province. Each sample had a variety of ethnic, socio-economic, and educational backgrounds represented. To these children (in grades 4 and 7) he administered the California Short Form Test of Mental Maturity. His conclusions were similar to Reid's: reading achievement "favors the pupils from monoglot homes in which English is the language spoken."

Olson, in a recent study, recognized that language background affects student performance on verbal intelligence tests. His study was essentially a search for intelligence tests which were minimally affected by foreign language background of the testee.

All of these local studies, like those of Darcy and Jones, identify bilingualism and study its effects on intelligence, scholastic achievement, or social development of the bilingual. However, recently, linguistic science, with its interest in the phenomenon of language, is investigating a new approach to bilingualism. As has been noted earlier in this section, Soffietti believed that bilingualism was being confused with biculturism. He said that no discussion on bilingualism is clear if it does not at the same time include discussion of the culture in which the bilingual exists.

Linguistic experts such as Mackey³¹ write that mere identification of bilingualism is not enough. In effect, Mackey says that the psychologist, the sociologist, and the pedagogue have treated bilingualism incidentally as a means to a particular end of interest. None of them, he says, adds to "our understanding of bilingualism as such, with its complex psychological, linguistic and social interrelationships." What is needed is a frame work, a perspective in which those interrelationships can be separated and studied. This recent effort to describe bilingualism should thus make it easier to determine and quantify bilingualism in the future.

Bilingualism, says Mackey, is essentially a relative concept--the point at which a speaker of a second language becomes bilingual is arbitrary or impossible to determine. Because of this relativeness, bilingualism, in the first instance, is a matter of degree. To find out how bilingual a person is (i.e., the degree of his bilingualism) one would necessarily have to test for oral and written competency in both comprehension and expression of each language. Secondly, the description of bilingualism would involve function--the use of the language. What role do the bilingualist's languages play in the total pattern of his behaviour? Thirdly, the

³¹ W.F. Mackey, "The Description of Bilingualism," The Canadian Journal of Linguistics, 7:2, (Spring 1962).

description of bilingualism would depend on alternation, that is, how, why, and to what extent does the bilingual alternate between his languages? Lastly, bilingualism would have to include the question of the amount of interference--the use of features belonging to one language while speaking or writing another outside the realm of borrowings or loan words. Degree, function, and alternation give the level of interference of one language with another. Mackey believes that these four conditions are the cornerstones of any attempt to describe and catalogue the complex of factors concealed in the general term "bilingualism". Description of bilingualism is, therefore, necessary if we are to gain accurate conclusions in reference to the effects of bilingualism. Mackey is hopeful that future research along this line will clarify many aspects of bilingualism.

IV. DIFFERENCES BETWEEN RURAL AND URBAN STUDENTS

In regard to rural and urban education, the 1960 edition of the Encyclopedia of Educational Research lists over one hundred studies under "Rural Education" in the United States. A few of the studies deal with student achievement. However, most of the discussion is centered around other aspects of education namely, costs, administration, population drifts, and professional staffing. The Encyclopedia discusses, at length, the considerable difference of opinion that exists

regarding the definition of a rural area as contrasted to an urban community. Some scholars would classify rural schools as those that are in the open country, or those which are in urbanizations of 2500 people or fewer. Some would limit the definition to small schools in the open country. Current classificatory labels attached to schools in rural areas define only those schools as rural which educate people, "especially children and youth living in a rural environment or an environment rural in character". Thus, conceivably, towns or populations greater than 2500 people, where there is a high degree of association among residents, may be classified as rural.

For various reasons, in Alberta, the popular meaning for "rural" is synonymous with open country. "Urban", on the other hand, is a label popularly associated with areas where groups of people live together in close quarters. In this context, hamlets of several dozen people are sometimes considered as "towns". Thus there is a considerable divergence in meaning between what is defined as rural in the Encyclopedia of Educational Research, and what is regularly and loosely defined as rural in Alberta. Consequently, studies on rural-urban comparisons of student achievement in the professional literature, completed outside this frame of reference, are not strictly relevant to this investigation.

However, one research which somewhat resembles this

study was carried out in Iowa. Martens³², in 1952, studied "educational achievement of eighth-grade pupils in one-room rural and graded town schools" in northeast Iowa, a predominantly agricultural area. The pupils used in this study attended either one-room rural schools or one of the four, graded town schools of one-teacher-per-grade size in two counties. The rural children, 87 in number, were classified as such because they had attended all eight grades in one-room schools. Town pupils, 78 in number, were those who attended all eight grades in a graded town school. For statistical purposes the pupils were divided into four groups.

Martens administered two main sub-tests in each of three tests of the California Achievement series, Intermediate Battery, to these groups of students. The tests, besides measuring reading and language abilities, also measured competency in arithmetic. Scores made on the Beta of the Otis Quick-Scoring Mental Ability Test were used as the control variable.

It was determined statistically that, while no significant differences existed in chronological age between the two groups, there was a highly significant difference in mental ability between rural and town pupils in the geographical area under study. This was important in the investigation

32

C.C. Martens, "Educational Achievement of Eighth-grade Pupils in One-room and Graded Town Schools", Elementary School Journal, 54, (May, 1954), pp. 523-25.

since pupil achievement was not, therefore, solely a product of good teaching or type of school. A mental ability factor had to be considered.

It was found that highly significant differences at the one per cent level existed between rural and town pupils in virtually every aspect of arithmetic, reading and language. In reading, in vocabulary, comprehension, and in total reading, achievement favored the town pupils. In language, in mechanics, and in total language, achievement favored the town pupils. In spelling alone both groups were nearly matched in achievement. Martens concluded:³³

The results show that, for the pupils used in the study, the pupils who had received all their elementary education in one-teacher-per-grade town schools had higher achievement in relation to their mental ability than did a comparable group of pupils who had received all their elementary education in one-room rural schools.

While there are areas of comparison between Marten's study and the present one, the situation in the present study is somewhat different. Firstly, no control was used in the present study to equate student ability. Secondly, the rural-urban dichotomy is rather blurred. A majority of the pupils in the present study, classified as "country" (i.e., rural) were attending "town" centralizations. They were thus rural because they lived on farms, but they were also urban because

33

Ibid., p. 524.

they attended school in town. These rural students conveyed by van were exposed to the same educational opportunities as were the town students. Dunlop, Harper, and Hunka³⁴ recognized the anomalous situation. They say:

While it is true that the vanned children are rural dwellers, they do not suffer the handicaps and limitations of an exclusively rural environment, and indeed attend consolidated schools which do not fall far short of town and urban schools in staffing, equipment and size. As a complementary fact, the unvanned group of children live in the village in which the centralized schools are located, an environment which is not materially superior to that of the vanned pupils with whom they are compared.

Other Alberta studies have been conducted in the field of rural-urban student achievement. Pritchard³⁵, in 1955, completed a survey of arithmetical achievement of grade five pupils in Alberta schools. After having administered the Otis Quick Scoring I.Q. Test, and the Iowa-Every Pupil Test of Basic Arithmetic Skills to 1000 Alberta grade five pupils from each of four different types of schools, he observed that the rank-order of achievement, high to low, was urban, graded rural, town, and ungraded rural. One of his conclusions was that the "medians of the ungraded rural samples were significantly inferior to those of the Iowa standardization sample

³⁴
G. Dunlop, H. Harper, S. Hunka, "The Influence of the Time Spent in School Busses upon Achievement and Attendance of Pupils in Alberta Consolidated Schools," The Alberta Journal of Educational Research, 3, (1957), pp. 170-179.

³⁵
R.O. Pritchard, "A Survey of the Arithmetical Achievement of Grade Five Pupils in Alberta Schools," (unpublished Master's Thesis, The University of Alberta, Edmonton, 1955.)

in all sections of the test." This is noteworthy because, on all of the Iowa Test, Alberta medians did not differ from the Iowa medians.

A somewhat parallel study, completed in 1955, by Climenhaga³⁶ surveyed the arithmetical achievement of grade eight pupils in Alberta Schools. The Iowa-Every Pupil Test of Basic Arithmetic Skills, (Advanced Form O), and the Otis Quick-Scoring Mental Ability Test, Beta, (Form CM), were administered to more than a thousand pupils selected at random from urban, town, graded rural, and ungraded rural schools. Among other things, Climenhaga found "that the ungraded rural schools were also significantly below the standards of the town and graded rural schools."

In a survey of reading achievement in Alberta, Carmichael³⁷ administered appropriate California Reading Tests to a random selection of 2000 pupils from grades four and seven. These students were drawn from a variety of backgrounds: climatic, economic, and ethnic. Her findings enabled her to draw the following conclusions respecting rural-urban reading achievement in this selected sample of Alberta children:

36

C.E. Climenhaga, "A Survey of Arithmetical Achievement of Grade Eight Pupils in Alberta Schools," (unpublished Master's Thesis, The University of Alberta, Edmonton, 1955.)

37

A. Carmichael, "A Survey of the Achievement of Alberta School Children in Reading," (unpublished Master's Thesis, the University of Alberta, Edmonton, 1954.)

The test results indicate that urban schools in Alberta offer the most efficient type of reading instruction. Graded rural schools in Alberta definitely appear to offer a more efficient type of reading instruction than do ungraded rural schools.

Many other rural-urban studies or surveys conducted in North America, in a variety of learning areas, corroborate the findings of the investigators included in this chapter.

CHAPTER III

EXPERIMENTAL PLAN AND PROCEDURE

For this study, a testing instrument was designed for the students of Literature 20 in the geographical area indicated below. Objectives for the Literature 20 course were reviewed and difficulties in the adequacy of evaluation in literature achievement were recognized. Other data necessary for this study were supplied by a student questionnaire, and a teacher questionnaire.

A sufficient number of examinations with the student questionnaire attached were then distributed to the five superintendents concerned in the study. The superintendents delivered the packaged examinations to principals in time for examination day in June, 1960.

The teacher questionnaires were part of the examination bundles delivered to each of the schools. So that information supplied by the teacher questionnaire would be confidential, envelopes were supplied in which the questionnaire were returned to the investigator.

I. THE GEOGRAPHICAL AREA COVERED BY THE STUDY

All students of Literature 20 (607 in number) in the following inspectorates of north-eastern Alberta during the school term of 1959-60 took the examination used in the study and filled in the requisite questionnaire: Bonnyville,

Lac La Biche, Smoky Lake, St. Paul, and Thorhild. The participating schools were as follows:

<u>School</u>	<u>No. of Students</u>
Ardmore	20
Biggin Hill	21
Bonnyville	17
Cold Lake	22
Duclos	21
Fort Kent	16
Glendon	30
St. Dominic	17
Breynat	2
Dr. Swift School	38
Plamondon	17
Rich Lake	6
St. John's Separate	11
Bellis	20
Smoky Lake	31
Spedden	15
Vilna	33
Warspite	23
Waskatenau	19

Elk Point	_____	31
Clen Avon	_____	16
Heinsburg	_____	9
Lafond	_____	15
Mallaig	_____	26
St. Edouard	_____	5
St. Lina	_____	9
St. Paul Public	_____	32
Newbrook	_____	14
Radway	_____	16
Redwater	_____	31
Thorhild	_____	24

II. DESIGN OF THE TESTING INSTRUMENT

A. Objectives of the Literature 20 course.

What were the purposes and objectives of the Literature 20 course in Alberta high schools in 1960? An examination of these objectives will make clearer the procedure followed in setting up the final examination which was used for the study.

Purposes and Aims. The following aims of literary study were given in the Curriculum Guide:¹

1

Government of Alberta, Senior High School Curriculum Guide for English, Department of Education, (Edmonton, Alberta: Department of Education, 1957), p. 36.

One purpose of literature study is to broaden our understanding of other people and ourselves.... Through literature we meet people of all kinds and learn to understand them--their ideas, their ideals, their problems, their emotions, their character. Through an understanding of others we are often able to develop those qualities which help us to understand ourselves....Literature helps us to crystallize our ideas, refine our emotions, and develop our standard of values. Literature, too, helps us to extend the range of our knowledge, and provides vicarious experiences that contribute to our development.

Perhaps the principle aim of the course can be inferred from the following introductory statement taken from the Guide:²

Literature provides a source of enjoyable and profitable experiences as varied as life itself. From this source we draw in order to motivate ourselves to read, study, and enjoy.

B. Evaluation in Literature.

While it is necessary to keep in mind the basic aims of the course when one sets out to evaluate results in literature, it is often impossible to test for competency in all of them. Strom noted this difficulty (and others) in a 1962 English Journal article on experimentation in the English language arts:³

2

Ibid., p. 36.

3

Ingrid M. Strom, "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1960-61", The English Journal, LJ (February, 1962), p. 123.

Chief among the reasons for the dearth of rigorously controlled experimental studies in the English language arts is the difficulty of identifying or defining, and thus controlling, the variety of variables involved in such a complex process as developing growth in the power to use the English language and in the ability to appreciate the subtleties of literary genre.

In evaluating the outcomes of instruction in the English language arts the investigator has been faced with the problems of controlling variations in interest, sex, intelligence, chronological age, mental age, academic standing, race or nationality, socio-economic status, administrative devices for grouping students and the climate of the school and the community.

Stocking, also in an English Journal article, noted that, whatever else accrues from the study of literature (for example, a heightened moral awareness or sound psychological health), he would like to defend the pursuit of literature for the sake of pleasure:⁴

I do this deliberately, because this defense is made all too rarely. We too often act as though pleasure were something shameful at least in a school constructed with taxpayer's money.

Hunt earlier considered the dilemma of the literature teacher who would wish to test and evaluate progress towards realizing the aims of the literature program. He wrote:⁵

⁴ Fred H. Stocking, "The Two Jobs of English Teachers", The English Journal, L (March 1961), p. 165.

⁵ Kellogg W. Hunt, "Getting into the Novel", The English Journal, L. (December, 1961), p. 606.

We literature teachers find ourselves in this curious position: our ultimate aim is to teach students to enjoy literature, but that objective we never can test. We can only test whether they understand it. But of course we have a strong hunch that no one can understand without enjoying it.

In literature, what does achievement mean? It is more than a raw score or a per cent. Among other things, to have a reasonably valid concept of achievement in regard to the fulfilment of the stated aims, the examiner would need to have a prolonged period of observation of the students with whom he is concerned. As such a period of observation, for all practical purposes, was impossible for this study, the traditional measuring instrument--the written examination--had to be used, even though it is fraught with pitfalls when used to evaluate progress in literature.

C. The Literature 20 course pattern and the plan for the final examination.

In Alberta the Literature 20 course is made up of short stories, essays, biographies, poems, and drama. The final examination used for this study was patterned to fit these rather broad divisions. The examination booklet (see Appendix) therefore included questions on selections from several divisions, with space provided for recording of the short semi-objective answers. The examination was organized as follows:

The Short Story

The short story selected was "Fair and Stormy", by Hugh Kahler,⁶ a selection which it is highly unlikely that any student had seen previously. It is a short story of plot. Its comprehension level compares with stories of Unit I of the text. The questions that followed this story were designed to test:

1. critical thinking (e.g., what happenings might be improbable in the story),
2. appreciation of stylistic techniques employed by the author, and
3. the ability to make inferences and draw conclusions.

The Essay

The sight essay selection was "The Race of Life", by O.W. Holmes.⁷ It presents the familiar comparison of one's journey through life as if it were a horse race. Its comprehension level and maturity of style would place it in Unit V of the text. The test questions on this selection were designed to test the student's:

1. power of allegorical interpretation and analysis of symbolism,
2. knowledge of terminology used in literature,
3. ability to paraphrase adequately, and

⁶ E. Collette, et al., Writers in America, (Toronto: Ginn and Company, 1949), p. 432.

⁷ Ibid., p. 120.

4. ability to discern the theme.

Poetry

Pratt's "Seagulls", taken from the grade ten Creative Living Book 4, and Carman's "Bluebird in October", taken from a Departmental English 30 examination, were used in this section. The questions were designed to test the ability of the students:

1. to interpret the language of the poet,
2. to appreciate the poet's craft, and
3. to recognize comparisons and contrasts.

In the following divisions of the examination booklet the questions were all of the objective type:

- D. Vocabulary: the items, in context, were taken from the text.
- E. Literary theory: literary terms, labels, and names.
- F. Modern drama: and excerpt from Galsworthy's A Family Man was included.

The questions following this excerpt were designed to test the student's ability to understand and interpret character.

- G. Shakespearean drama: Included were excerpts from three plays: Julius Caesar, The Tempest, and Richard II. Each student who took the final examination for this investigation answered only the questions for the play which his teacher and class selected for study during the year.

A division on the study of biography was not included since it was felt that biographies somewhat resembled essays in their organization.

III. THE QUESTIONNAIRES USED IN THIS STUDY

The Student Questionnaire (see Appendix). The student questionnaire was attached to the examination booklet. The questionnaire was designed to provide, among other things, information in the following areas which was necessary for the major portion of the investigation:

1. information on the number of books and periodicals read by the students,
2. information on the number of books in the home library of the students,
3. information on racial stock,
- and 4. information on whether the student was a town or country resident.

The Teacher Questionnaire (see Appendix). The Teacher questionnaire was designed primarily to furnish information on:

1. the academic background of the teachers, and
2. the length of experience of these teachers.

This information was needed for computation of the correlation between the teacher-given marks and the investigator's re-marks, explained in the following section.

There are limitations to the information a questionnaire can provide; however, a personal interview with each of the students and teachers would have been impossible under the circumstances.

IV. ADMINISTRATION OF THE EXAMINATION AND RE-MARKING PROCEDURE

The examination booklets were packaged and distributed to the superintendents who in turn gave them to the principals on the day of the examination in June, 1960.

Since the examination was also the final for these students, the teachers concerned marked the papers for their own uses. Special provision was made for indicating these marks on the examination booklet. Along the right margin of the first seven pages on the booklet "boxes" were placed in which the teacher could record the value he assigned a particular answer. This procedure made it possible for the investigator to obscure the teacher-given marks while he re-marked the papers to obtain the raw scores which indicated the achievement of Literature 20 students on the final examination made for this study.

Achievement in the examination was recorded in the form of raw scores. The raw scores were an important part of the data necessary for subsequent statistical analysis. However, since answers on the first seven pages of the examination booklet were not objective and were therefore subject to differences in interpretation and evaluation by the thirty-one teachers who marked the papers originally, it became necessary for the investigator to proceed as indicated below.

Since the "subjective" part of all the papers had to be carefully re-marked in order to ensure uniformity in the

evaluation of each question, and in order to validate re-marking of all the papers returned, the following organization was adopted:

1. From the teacher questionnaire five teachers were selected whose academic background and length of experience in the teaching of Literature 20 was extensive.

2. One hundred Literature 20 students of these teachers were selected. Their papers were used for the test-sample re-marking.

3. In this sample of examination booklets, all the marks given by teachers on the first seven pages of the booklet were taped over. The investigator then re-marked the examination in the sample.

4. After the papers of the sample were re-marked, the correlation between the teacher-given raw scores and the investigator's raw scores was computed. (If the correlation were .8 or better it would indicate that there was substantial agreement between the selected sample of English teachers and the investigator, regarding the evaluation of the answers provided by the students.)

5. The investigator, therefore, could re-mark the 607 examination booklets being assured of the uniformity in evaluation necessary if conclusions were to be valid in the final analysis of the data.

The correlation, using the Pearson Product moment was:

$$\Sigma X = 6338$$

$$\Sigma Y = 6357$$

$$n = 100$$

$$\Sigma xy = 50918.24$$

$$\Sigma x^2 = 52385.65$$

$$\Sigma y^2 = 50833.40$$

$$r = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

$$r = .97907$$

The correlation coefficient (r) was high. This proved agreement between the teachers, represented by the 100-paper sample, and the investigator who re-marked each paper.

The following schools, the teachers of which were experienced English teachers, were used in the 100-paper test sample:

<u>Inspectorate</u>	<u>School</u>		<u>Number of Students</u>
Thorhild	Newbrook	_____	14
Thorhild	Radway	_____	6
Bennyville	Cold Lake	_____	22
Lac La Biche	Dr. Swift	_____	38
Smoky Lake	Bellis	_____	20

When the papers were re-marked, the raw scores were recorded on large sheets. The necessary information from the student questionnaire was compiled and recorded on the same sheets. This procedure made it convenient to analyse the data by means of statistical tests.

V. ANALYSIS OF THE DATA

Nonparametric statistics were used to analyze the data. Some of the data were cast in contingency tables and the probabilities of the distribution were calculated by the chi-square.⁸ The interpretations are based on the value of p . The value of p greater than .05 ($p > .05$) in this study is interpreted as non-significant, indicating that there appear to be no significant differences between the groups compared for the particular item under investigation. A value of p less than .01 ($p < .01$) is interpreted as very significant.

The data for statistical analysis were supplied from the student questionnaire and the examination paper in Literature 20. In Chapter Four the parts of the problem in the study are taken separately. Each part is studied in light of the information supplied on the questionnaires together with raw scores which were obtained from the examination in Literature 20.

8

J.P. Guilford, Fundamental Statistics, (New York: McGraw-Hill Book Company, 1956), p. 228-239.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Below, data are presented in respect to the factors that were posed in the problem under study. Relationships are determined between the numbers of books and periodicals read and the size of the home library, and achievement in Literature 20 of students representing three racial stocks. (Chart III (see Appendix) records the number of students of the various racial stocks who took the examination. Three racial stocks, English, French, and Ukrainian made up the majority and were represented by a total of 499 students.) In addition, the significance of the difference in achievement in Literature 20 among the students of the three racial stocks was investigated. Also the achievement of rural and urban students in Literature 20 was compared. (Of 607 students who took the examination, 396 (65.2%) were rural students, 206 (33.9%) were urban, and 5 (0.9%) did not indicate whether they were rural or urban on the questionnaire.)

I. ANALYSIS OF FACTORS IN THE PROBLEM

- A. The relationship of books read by the students of the three racial stocks and achievement in Literature 20.

The data relative to this problem are provided in Tables I, II, and III below. These 2x2 tables contain data on the total number of students from the three separate

racial stocks who took the Literature 20 final examination and who responded to the questionnaire item. In each table the vertical classification falls into two groups: those students whose scores exceed the combined median, and those students whose scores are at the combined median or below. The horizontal classification divides the respondents into the following groups: those who have read ten books or less, and those who have read eleven to twenty-five books or more. The dividing line for these groups was established at ten because the Curriculum Guide for Literature 20,¹ suggested that ten books constituted a reasonable amount of leisure reading for the student of Literature 20.

For each of the three racial stock groups the null hypothesis was: there is no significant difference between the median scores of students who read ten books or less, or eleven books or more, in each of the three racial stocks represented.

The research or alternate hypothesis was: the median score of the group of students who read eleven or more books is significantly higher than for other students in the same racial stock.

This set the median test as one-tailed. The value of chi-square (χ^2) the degree of freedom (df), and the probability

1

Government of Alberta, Senior High School Curriculum Guide for English, Department of Education, (Edmonton, Alberta: Department of Education, 1957), p. 52.

value (p) were calculated and are given below each table.

The statistical test, the Median Test, was chosen to test the null hypothesis for each of the three racial stock groups relative to the number of books read. The formula used was:

$$\chi^2 = \frac{N(|AD - BC| - \frac{N}{2})^2}{(A+B)(C+D)(A+C)(B+D)}$$

The significance level was set at: $\alpha = .05$.

TABLE I

STUDENTS WHO READ TEN BOOKS OR LESS
COMPARED WITH THOSE WHO READ ELEVEN BOOKS OR MORE
IN THE ENGLISH RACIAL STOCK GROUP

Raw Scores Relative to Median	NUMBER OF BOOKS READ		
	Group I: (10 books or less)	Group II: (11 books or more)	Totals
No. of scores that exceed the combined median	17	31	48
No. of scores that are at the combined median or below	19	26	45
Totals	36	57	93

Combined Md.=72.5; $\chi^2=.21$; $df=1$; $.35 > p > .25$

Since p yielded by the test was greater than $\alpha = .05$ the null hypothesis was accented.

TABLE II

STUDENTS WHO READ TEN BOOKS OR LESS
COMPARED WITH THOSE WHO READ ELEVEN BOOKS OR MORE
IN THE FRENCH RACIAL STOCK GROUP

Raw Scores Relative to Median	NUMBER OF BOOKS READ		Totals
	Group I: (10 books or less)	Group II: (11 books or more)	
No. of scores that exceed the combined median	19	36	55
No. of scores that are at the combined median or below	27	31	58
Totals	46	67	113

Combined Md.=64.5; $\chi^2=1.22$; $df=1$; $.15 > p > .10$

Since p yielded by the test was greater than $\alpha = .05$ the null hypothesis was accepted.

TABLE III

STUDENTS WHO READ TEN BOOKS OR LESS
COMPARED WITH THOSE WHO READ ELEVEN BOOKS OR MORE
IN THE UKRAINIAN RACIAL STOCK GROUP

Raw Scores Relative to Median	NUMBER OF BOOKS READ		Totals
	Group I: (10 books or less)	Group II: (11 books or more)	
No. of scores that exceed the combined median	38	100	138
No. of scores that are at the combined median or below	65	78	143
Totals	103	178	281

Combined Md.=64.5; $\chi^2=8.95$; $df=1$; $.005 > p > .0005$

Since p yielded by the test was less than $\alpha=.05$ the null hypothesis was rejected.

B. The Relationship of the number of periodicals read by the students of the three racial groups and achievement in Literature 20.

The data relative to this problem are given in Tables IV, V, and VI below. These tables contain data on the total number of students from the three separate racial stocks who took the Literature 20 final examination and responded to the questionnaire item. In each table the vertical classification falls into two groups: those students whose scores exceed the combined median of the scores for the particular racial stock; and those students whose scores are

at the combined median or below. The horizontal classification divides the respondents into the following groups:

(1) those students who had no access to a periodical or read but one; (2) those students who had access to two or three periodicals; and (3) those students who had access to and read four to seven periodicals.

For each of the three racial stock groups the null hypothesis was: there is no significant difference among the median scores of the groups of students who had no access to or read but one periodical, those who had access to and read two or three periodicals, and those who had access to and read four to seven periodicals. The alternate hypothesis is: Literature achievement is positively related to the quantity of periodicals read by students of each of the racial stock groups. This set the test as one-tailed. The combined median, the value of the chi-square (χ^2), the degree of freedom (df), and the probability value (p) were calculated and are given below each table. In parentheses in the cells of these contingency tables are figures denoting the expected frequency.

The statistical test, the Extension of the Median Test, was chosen to test the null hypothesis for each of the three racial stock groups relative to the number of periodicals read. The formula used was:

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^k \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

The significant level was set at $\alpha = .05$

TABLE IV

THE NUMBER OF PERIODICALS READ BY STUDENTS OF ENGLISH RACIAL STOCK

Raw Scores Relative To Median	NUMBER OF PERIODICALS READ			
	(0-1)	(2-3)	(4-7)	Totals
No. of scores that exceed the combined median	(14.0) 11	(19.8) 21	(11.1) 13	45
No. of scores that are at the combined median or below	(14.8) 18	(21.1) 20	(11.8) 10	48
Totals	29	41	23	93

Combined Md.=72.5; $\chi^2=2.0643$; $df=2$; $.25 > p > .15$

Since the p yielded by this test was greater than $\alpha = .05$ the null hypothesis was accepted.

TABLE V

THE NUMBER OF PERIODICALS READ BY STUDENTS OF FRENCH RACIAL STOCK

Raw Scores Relative to Median	NUMBER OF PERIODICALS READ			
	(0-1)	(2-3)	(4-7)	Totals
No. of scores that exceed the combined median	(27.1) 26	(18.7) 17	(6.0) 9	52
No. of scores that are at the combined median or below	(30.8) 32	(21.2) 23	(6.9) 4	59
Totals	58	40	13	111

Combined Md.=64.8; $\chi^2=3.3344$; $df=2$; $.10 > p > .05$

Since the p yielded by the test was greater than $\alpha = .05$ the null hypothesis was accepted.

TABLE VI
THE NUMBER OF PERIODICALS READ
BY STUDENTS OF UKRAINIAN RACIAL STOCK

Raw Scores Relative To Median	NUMBER OF PERIODICALS READ			
	(0-1)	(2-3)	(4-7)	Totals
No. of scores that exceed the combined median	(45.8) 45	(72.0) 69	(23.1) 27	141
No. of scores that are at the combined median or below	(45.1) 46	(70.9) 74	(22.8) 19	139
Totals	91	143	46	280

Combined Md.=64.6; $\chi^2=1.5840$; $df=2$; $.25 \times p > .15$

Since p yielded by the test was greater than $\alpha = .05$ the null hypothesis was accepted.

C. The Relationship of the size of the home library of students in the three racial stocks and achievement in Literature 20.

The data relative to this problem are given in Tables VII, VIII, and IX below. These tables contain data on the total number of students from the three racial groups who took the Literature 20 final examination and who responded to the questionnaire item. In each table the vertical classification falls into two groups: those students whose scores

exceeded the combined median of the scores for the particular racial stock; and those students whose scores were at the combined median or below. The horizontal classification divided the respondents into the following groups: (1) those students whose home library consisted of less than twenty books; (2) those students whose home library consisted of twenty to one hundred books; and (3) those students whose home library consisted of 101 to 200 or more books.

For each of the three racial stock groups the null hypothesis was: there is no significant difference among the median scores of students in each of the three racial stock groups represented in respect to the number of books found in the home library. The alternate hypothesis was the achievement on the Literature 20 examination is positively related to the size of the home library for students of each of the racial stock groups.

This set the test as one-tailed.

The combined median, the value of the chi-square (χ^2), the degree of freedom (df), and the probability value (p) were calculated and are given below each table. In parentheses in the cells of the contingency tables are figures denoting the expected frequency. The test used was the Extension of the Median Test. The formula used was:

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^k \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

The significance level was set at: $\alpha = .05$.

TABLE VII

THE DISTRIBUTION OF SCORES OF STUDENTS AND THE SIZE OF THE HOME LIBRARY FOR STUDENTS OF THE ENGLISH RACIAL STOCK

Raw Scores Relative To Median	NUMBER OF BOOKS IN HOME LIBRARY			Total
	(less than 20)	(20-100)	(101-200+)	
No. of scores that exceed the combined median	(10.1) 7	(21.2) 20	(10.6) 15	42
No. of scores that are at the combined median or below	(10.8) 14	(22.7) 24	(11.3) 7	45
Totals	21	44	22	87

Combined Md.=76; $\chi^2=5.5049$; $df=2$; $.05 > p > .02$

On the basis of these data we cannot accept the null hypothesis that the performance of English students in Literature 20 in this sample is independent of the number of books in the home library.

TABLE VIII

THE DISTRIBUTION OF SCORES OF STUDENTS AND THE SIZE OF THE HOME LIBRARY FOR STUDENTS OF THE FRENCH RACIAL STOCK

Raw Scores Relative To Median	NUMBER OF BOOKS IN HOME LIBRARY			Total
	(less than 20)	(20-100)	(101-200)	
No. of scores that exceed the combined median	(21.5) 21	(25.0) 23	(8.5) 11	55
No. of scores that are at the combined median or below	(21.5) 22	(25.0) 27	(8.5) 6	55
Totals	43	50	17	110
Combined Md.=64.8; $\chi^2=1.8136$; df=2; .25 \times p > .15				

Since p yielded by the test was greater than $\alpha = .05$ the null hypothesis was accepted.

TABLE IX

THE DISTRIBUTION OF SCORES OF STUDENTS AND THE SIZE OF THE HOME LIBRARY FOR STUDENTS OF THE UKRAINIAN RACIAL STOCK

Raw Scores Relative To Median	NUMBER OF BOOKS IN HOME LIBRARY			Totals
	(less than 20)	(20-100)	(101-200)	
No. of scores that exceed the combined median	(61.7) 57	(69.7) 71	(13.2) 15	143
No. of scores that are at the combined median or below	(59.2) 64	(65.0) 62	(12.7) 11	137
Totals	121	133	26	280
Combined Md.=64.6; $\chi^2=1.3826$; df=2; .35 \times p > .25				

Since p yielded by the test was greater than $\alpha = .05$ the null hypothesis was accepted.

D. The Significance of the differences in achievement in Literature 20 among the students of the three racial stocks.

The data relative to this problem were subjected to the Kruskal-Wallis Test for k independent samples. The null hypothesis was that the k independent samples were drawn from the same population. For this test the observations for the three samples were ranked in a single series. The smallest score was replaced by rank 1, the next by rank 2, and the largest by n . The sums of the ranks (R_1, R_2, R_3) were found for each of the three racial stocks represented. The following data were calculated and used to determine the value of H --the statistic used in the test for k independent samples in a one-way analysis of variance of ranks.¹ The following data were used:

$$\begin{array}{lcl} \text{English} = n_1 = 93 & \text{-----} & R_1 = 27295 \\ \text{French} = n_2 = 122 & \text{-----} & R_2 = 28897.5 \\ \text{Ukrainian} = n_3 = 284 & \text{-----} & R_3 = 68553.5 \\ & & \hline & & n = 499 \end{array}$$

The formula used was:

$$H = \frac{12}{N(N+1)} \sum_{j=1}^k \frac{R_j^2}{n_j} - 3(N+1)$$

¹ George A. Ferguson, Statistical Analysis in Psychology and Education, (New York: McGraw-Hill Book Company, Inc., 1959), p. 271.

Regarding the interpretation of H, Ferguson noted:

For samples of reasonable size this statistic has a chi-square distribution with $k-1$ degrees of freedom and may be referred to any table of χ^2 . In this context reasonable size may be interpreted to mean more than five cases in the groups.²

The H yielded by the test was 10.31. For df of 2 and the significance level set at $\alpha = .05$ the probability was:
.01 \times $p > .001$

Since the p yielded by the test was less than $\alpha = .05$ the null hypothesis was rejected. The alternative hypothesis was selected and it was found that the three samples were not drawn from populations whose scores had the same median.

The Kruskal-Wallis test was used instead of the Extension of the Median test because the latter is a less powerful test. Because the median of the scores for the English stock group was 72.0 and the medians of the scores for the French and Ukrainian racial stock groups were 63.2 and 64.5 respectively, it was necessary to determine whether the difference in medians was significant. This is what Siegel suggested:³

The extension of the median test and the Kruskal-Wallis test may both be applied to the same data, i.e., they have similar requirements for the data under test. When the data are such that either test might be used, the Kruskal-Wallis test will be found to be more efficient because it uses more of the information in the observations.

2

Ibid.

3

Sidney Siegel, Nonparametric Statistics for the Behavioural Sciences, (New York: McGraw-Hill Book Company, Inc., 1956), p. 194.

Later in the same chapter Siegel said:⁴

The Kruskal-Wallis test seems to be the most efficient of the nonparametric test for k independent samples. It has a power-efficiency of $3/\pi$ 95.5 percent, when compared with the f-test, the most powerful parametric test.

Therefore, the H for the above test was calculated with the formula that contained no correction for ties. Since p yielded by the test was strong and emphatically rejected the null hypothesis, the investigator considered the following advice of Siegel:⁵

The writer's recommendation is that one should correct for ties only if the proportion of ties is quite large, if some of the t's are large, or if the p which is obtained without correction is very close to one's previously set value of α .

Since the Kruskal-Wallis test used on the data strongly rejected the null hypothesis that the k independent samples were drawn from the same population, the investigator next set out to test whether the students of the English racial stock group achieved significantly better than the students of either of the other two racial groups. The assumption that English students achieved better is based on the fact that the median score for the English racial stock group was 72.0 compared to the median scores of the French and Ukrainian groups which were 63.2, and 64.5 respectively.

⁴
Ibid.

⁵
Ibid., p. 126.

To test this assumption the Mann-Whitney U test was used. It was used to determine whether two independent groups had been drawn from the same population. Siegel said this of the Mann-Whitney U test:⁶

This is one of the most powerful of the nonparametric tests, and it is a most useful alternative to the parametric t-test when the researcher wishes to avoid the t-test's assumptions or when the measurement in the research is weaker than interval scaling.

Using this test, the following were the results in the test for significance of differences between English students and French in regard to achievement in Literature 20.

The null hypothesis was: the medians of the scores of the English and French students were drawn from the same population.

The alternative hypothesis was: the English students achieved higher than did the French. The significance level was: $\alpha = .05$.

$n_1 = 93$ = the number of English students

$n_2 = 122$ = the number of French students

$R_1 = 11379$

$R_2 = 11841$

$\Sigma T = 259$

$U = 4338$

The formula used here was:

6

Ibid., p. 116.

$$Z = \frac{U - \frac{n_1 n_2}{2}}{\sqrt{\left(\frac{n_1 n_2}{N(N-1)}\right) \left(\frac{N^3 - N}{12} - \sum T\right)}}$$

The z yielded from the data: -2.99. Consulting the Table of Probabilities (page 247 of Siegel) the $p = .0014$. Since the value of p was less than $\alpha = .05$ the null hypothesis was rejected and the research hypothesis accepted.

Using the Mann-Whitney U-test the following were the results in the test for significance of difference between English students and Ukrainian in regard to achievement in Literature 20.

The null hypothesis was: the medians of the scores of the English and Ukrainian students were drawn from the same population. The alternate hypothesis was: the English students achieved higher than did the Ukrainian. The significance level was set at $\alpha = .05$.

$n_1 = 93$ = the number of English students

$n_2 = 284$ = the number of Ukrainian students

$R_1 = 20288$

$R_2 = 50970$

$\sum T = 978$

$U = 10495$

The Z yielded here was -3.78. Consulting the table of probabilities the p was $< .00011$. Since the value of p was less than $\alpha = .05$ null hypothesis was rejected and the research hypothesis accepted.

Using the Mann-Whitney U-test, the following were the

results in the test for significance of difference between Ukrainian students and French in regard to achievement in Literature 20.

The null hypothesis was: the medians of the scores of the Ukrainian and French students were drawn from the same population. The alternate hypothesis was: the Ukrainian students achieved higher than did the French. The significance level was set at $\alpha = .05$.

$n_1 = 122$ = the number of French students

$n_2 = 284$ = the number of Ukrainian students

$R_1 = 18221$

$R_2 = 58060$

$\Sigma T = 1451$

$U = 13930$

The Z yielded here was 1.4842. Consulting the table of probabilities, $p = .0694$. Since the value of p was greater than $\alpha = .05$ null hypothesis was accepted.

E. The Significance of the difference of achievement in Literature 20 between the rural and urban students in this geographical area.

The data relative to the problem are given in Table X. This table contains data on the total number of students who took the Literature 20 final examination and responded to the appropriate item on the questionnaire. Though a total of 607 students took the examination only 602 indicated whether they

were "town" or "country" students. In this table the classification falls into two groups: those students whose scores were at the combined median or below. The horizontal classification divides the respondents into the following groups: those that were "town" students, and those that were "country" students.

The null hypothesis was that there is no significant difference between the medians of the scores of urban and rural students of the five inspectorates covered in the study. The research hypothesis was that the medians of the scores of urban students was significantly higher since the median for town children was 73.0 and for country children was 63.0. This sets the test as one-tailed. The combined median, the value of chi-square (χ^2), the degrees of freedom (df), and the probability value p were calculated and are given below in the following table. The formula used was:

$$\chi^2 = \frac{N(|AD-BC| - \frac{N}{2})^2}{(A+B)(C+D)(A+C)(B+D)}$$

TABLE X

THE COMPARISON OF THE ACHIEVEMENT IN LITERATURE 20
OF URBAN STUDENTS AND RURAL STUDENTS

	NUMBER OF STUDENTS		
	Urban	Rural	Totals
No. of scores that exceed the combined median	125	163	288
No. of scores that are at the combined median or below	81	233	314
Totals	206	396	602

Combined Md.=65.5; $\chi^2=19.9$; df=1; $p < .0005$

Since p yielded by the test was less than $\alpha = .05$ the null hypothesis was rejected.

II. FINDINGS

A. The relationship between books read and achievement in Literature 20.

1. For the students of the English racial stock p obtained by the median test lay between .35 and .25 indicating that achievement in Literature 20 in the geographical area surveyed in the study was not related to number of books read.

2. For students of the French racial stock p obtained by the median test lay between .15 and .10 indicating that achievement in Literature 20 in the geographical area surveyed in the study was not related to the number of books read.

3. For students of the Ukrainian racial stock p obtained by the median test lay between .005 and .0005 indicating that achievement in Literature 20 in the geographical area surveyed in the study was positively related to the number of books read.

B. The relationship between periodicals read and achievement in Literature 20.

1. For the students of the English racial stock p obtained by the extension of the median test lay between .25 and .15 indicating that achievement in Literature 20 in the

geographical area surveyed in the study was not related to the number of periodicals read.

2. For students of the French racial stock p obtained by the extension of the median test lay between .10 and .05 indicating that achievement in Literature 20 in the geographical area surveyed in the study was not related to the number of periodicals read.

3. For students of the Ukrainian racial stock p obtained by the extension of the median test lay between .25 and .15 indicating that achievement in Literature 20 in the geographical area surveyed in the study was not related to the number of periodicals read.

C. The relationship between the size of the home library and achievement in Literature 20.

1. For students of the English racial stock p obtained by extension of the median test lay between .05 and .025 indicating that achievement in Literature 20 in the geographical area surveyed in the study was positively related to the size of the home library.

2. For students of French racial stock p obtained by extension of the median test lay between .25 and .15 indicating that achievement in Literature 20 in the geographical area surveyed in the study was not related to size of the home library.

3. For students of the Ukrainian racial stock p

obtained by extension of the median test lay between .35 and .25 indicating that achievement in Literature 20 in the geographical area surveyed in the study was not related to the size of the home library.

D. Differences in achievement among racial stocks.

The data were subjected to the Kruskal-Wallis test for k independent samples. The H yielded by the test was 10.31 with the p lying between .01 and .001 indicating that three samples were not drawn from populations whose scores had the same median.

Next, the Mann-Whitney U test was used to test for significant differences between the racial groups.

1. In the English-French comparison the Z yielded was -2.99 indicating a p of .0014. This showed that the English student, in whose group the median score was 72.0, achieved higher than the French student.

2. In the English-Ukrainian comparison the Z yielded was -3.78 indicating a p of $<.00011$. This showed that the English student achieved higher than the Ukrainian student in whose group the median score was 64.5.

3. In the Ukrainian-French comparison the Z yielded was 1.4842 indicating a p of .0694. This showed that the scores of the Ukrainian and French students (whose median score was 63.2) were drawn from the same population.

E. Comparison of rural and urban student performance.

In a study of the entire student group, the median test indicated a $p < .001$. This showed that urban students achieved higher than did their rural associates.

III. SUMMARY

The following chart summarizes the findings in regard to the relationships between student achievement in Literature 20 and the quantity of books and periodicals read, and the size of the home library.

CHART I

RELATIONSHIP BETWEEN ACHIEVEMENT IN LITERATURE 20
AND THE FACTORS INDICATED BELOW

Group	no. of books read	no. of period- icals read	size of home library
English	no relationship	no relationship	* relationship
French	no relationship	no relationship	no relationship
Ukrainian	* relationship	no relationship	no relationship

In regard to the relationship between achievement in Literature 20 and the racial stock of students, the English students achieved significantly higher than did either the French or Ukrainian students in the five inspectorates used in the study.

Urban students performed significantly better than their rural associates, in the geographic area in which the research was undertaken.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This study investigated the relationship between several factors and achievement in Literature 20 in the following inspectorates: Ponnyville, Lac La Piche, Smoky Lake, St. Paul, and Thorhild. A total of 607 students took an examination in Literature 20 designed to test achievement in the course. Of these 607 students, 93 were English students, 122 were French, and 284 were Ukrainian. The factors studied were the following: the relationship between the number of books read by the students in each of these racial groups and achievement in Literature 20; the relationship between the number of periodicals that were read by the students of these racial groups and achievement in Literature 20; the relationship between achievement and size of the home library of students in the three racial stocks; the difference in achievement among the three racial stocks; and the difference in achievement between rural and urban students in the geographical area under study.

I. CONCLUSIONS

- A. The relationship between the number of books read and achievement in Literature 20.

From the analysis of data in Tables I and II, it would appear that the number of books read by either the English

or French students had no relationship to final achievement in Literature 20. However, from analysis of the data in Table III, it would appear that Ukrainian students who read more books achieved higher results in Literature 20.

5. The relationship between the number of periodicals read and achievement in Literature 20.

From the analysis of the data in Tables IV, V, and VI, there appeared to be no relationship between the number of periodicals to which the students had access and final achievement in Literature 20.

- C. The relationship between the size of the home library and achievement in Literature 20.

From the analysis of the data in Table VII, it would appear that, for the English racial group, final achievement in Literature 20 was related to the size of the home library. Data in Tables VIII, and IX, however, indicated that there was no relationship between final achievement in Literature 20 and the size of the home library for students of French or Ukrainian racial stock.

- D. The difference in final achievement in Literature 20 among students of English, French, and Ukrainian racial stock.

Analysis of the data indicated that students of English

racial stock achieved significantly higher in Literature 20 than either the French or Ukrainian students in the same geographical area. There was no significant difference in achievement in Literature 20 between the French and Ukrainian students.

E. The difference in final achievement in Literature 20 between rural and urban students.

Urban students in the geographical area under study achieved significantly higher in the final Literature 20 examination than did the rural students in the same geographical area.

II. IMPLICATIONS

A. The relationship between the number of books read and achievement in Literature 20.

Ukrainian students, who made up 56.9% of the group used in the study, benefited from the reading of more books in their leisure time. Since they were significantly lower achievers in literature than were students of the English racial stock, here is one factor teachers in the geographical area under study should consider when they set up a leisure reading program for Literature 20.

B. The relationship between number of periodicals read and achievement in Literature 20.

While the number of periodicals available to students of each of the racial stocks had no direct relationship to achievement in Literature 20, it should not be construed from this study that reading of periodicals in the classroom, library, or in the home is of no importance. The reading of magazines and newspapers, like reading generally, enlarges one's background of experience and broadens one's outlook on life.

C. The relationship between the size of the home library and achievement in Literature 20.

Among the many variables, the size of the home library for students of the English racial stock contributed to higher achievement in Literature 20. Since median scores for the French and Ukrainian students in Literature 20 achievement were significantly lower than the median score for the students of the English racial stock, perhaps encouragement offered by teachers to French and Ukrainian students to enlarge, and use home libraries frequently would help improve their achievement in Literature 20.

D. The difference in final achievement in Literature 20 among students of English, French, and Ukrainian stock.

While this study indicated that students of English racial stock achieved significantly higher than did students of either of the two racial stocks, it is suggested with

caution that bilingualism is a factor. There were far too many other variables (e.g., intelligence, socio-economic status, interest) which would have to be controlled before any suggestion could be made that a bilingual background for the French and Ukrainian students hindered them in their achievement in Literature 20 in the geographical area under investigation. For want of a suitable test set up to accommodate the variables of degree and type within bilingualism itself, it can only be supposed that knowledge and use of another language may be one factor in lowering achievement in a subject such as literature in which the use of language itself is a part of the study.

E. The difference in achievement in Literature 20 between rural and urban students.

It appeared that achievement in Literature 20 favored students of urban communities in the geographical area under study. The causes, probably great in number, may have included a variety of personal and environmental factors.

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APPENDIX A

To the students of Literature 20:

Girls and boys, you are asked to complete this attached questionnaire in 15 minutes, before you begin the examination in Literature 20. The answers you supply on the questionnaire will in no way, whatsoever, affect your mark in the Literature 20 examination.

Please do not detach the questionnaire from the rest of the paper. Hand in the entire booklet to the presiding examiner.

STUDENT QUESTIONNAIRE:

Name _____; Male or Female (underline)
(surname first)

Name of School _____; School Division _____;

The name of your Literature 20 teacher _____;

Your birthday: _____ day; _____ month; _____ year;

Religion _____ (Catholic; Protestant; Orthodox, etc.)

Father's occupation _____.

Children in family: brothers: _____ older; _____ younger;
sisters: _____ older; _____ younger;
Total in family (that is children at home) _____.

How many years (including this year, 1959-60) have you spent in High School? Encircle the number: 1; 2; 3; 4; 5;

Are you a country or a town student? Underline the choice.

1. Red and green are Christmas colors. Which color would you use most to decorate your house with?
Underline: red; green;

2. Have you had a recent trip?
(check) _____ outside of Alberta but in Canada?
_____ outside Canada but in North America
_____ outside N. America; if so, where:

3. Have you a job (summer, Saturday, after-school, etc.) _____?
If yes, what kind, and where?

4. A taximetercabriolet you would use to:
- ☐ eat with
 - ☐ travel with
 - ☐ square-dance with
 - ☐ measure gasoline with
5. Do you attend your place of worship (Church, Synagogue, Tabernacle etc.,):
- ☐ more than once a week, on the average?
 - ☐ once a week, on the average?
 - ☐ once every two weeks, on the average?
 - ☐ once a month, on the average?
 - ☐ other, please indicate: _____.
6. Does your school have a school newspaper? _____ (yes or no)?
If yes, are you on the newspaper staff _____ (yes or no)?
If yes, in what capacity?
- ☐ Editor-in-chief
 - ☐ Feature, Society, Literary, or News Editor
 - ☐ Music, Drama, Art Editor
 - ☐ Advertising Manager
 - ☐ Proof Reader
7. Are you a regular member of an out-of school club? (check)
- ☐ 4-H Club
 - ☐ Glee Club, Choir, or Chorus
 - ☐ Drama Club
 - ☐ Art Club
 - ☐ other, specify: _____
8. Do you (or does any member of your family) belong to a Book Club, e.g., Book-of-the-Month Club? _____ (yes or no)
If yes, which club? _____.
9. How many books (novels, adventure, mystery, biography, etc.) have you read this school year? (check)
- ☐ less than 10
 - ☐ 10 books
 - ☐ more than 10 but fewer than 25
 - ☐ more than 25 books
10. Indicate the number of books, other than text-books, that you have in your home library. Check the appropriate blank.
- ☐ fewer than 20
 - ☐ 20 but fewer than a hundred
 - ☐ 100 to 200 books
 - ☐ more than 200 books

11. Which of the following magazines or newspapers do you regularly read. (check)

<input type="checkbox"/> Macleans	<input type="checkbox"/> Life
<input type="checkbox"/> Edmonton Journal	<input type="checkbox"/> Saturday Night
<input type="checkbox"/> Newsweek or Time	<input type="checkbox"/> National or Canadian
<input type="checkbox"/> Atlantic Monthly	<input type="checkbox"/> Geographic
<input type="checkbox"/> Saturday Review	<input type="checkbox"/> Sports Illustrated
	<input type="checkbox"/> Your Community Publication.

12. Do you get the Edmonton Journal to your home regularly, that is, daily, or twice weekly, or just on Saturdays? (yes or no) If yes, mark the sections that you read with numbers in the order that you read them. (Number "1", means read first; number "2" means read second, etc.,)

<input type="checkbox"/>	Social activities section
<input type="checkbox"/>	Front Page
<input type="checkbox"/>	Editorial Section
<input type="checkbox"/>	Sports Section
<input type="checkbox"/>	Comic Section

13. In their leisure moments your Mother and Dad read books: regularly

(check) ☐ infrequently
☐ never

14. Where do you do all (or most) of your studying: (check)

☐ in a study room of your own?
☐ in a study room shared with another?
☐ in your bedroom?
☐ in your living room or kitchen?

15. In this school year (1959-60) did you take:

(check) ☐ English Literature 21?
☐ English Language 21
☐ neither

16. Does your home, or the place in which you are now living, have:

<input type="checkbox"/> running water	<input type="checkbox"/> Telephone
<input type="checkbox"/> natural gas heating	<input type="checkbox"/> piano
<input type="checkbox"/> electricity	<input type="checkbox"/> other musical instrument
<input type="checkbox"/> T.V.	<input type="checkbox"/> movie or slide projector
	<input type="checkbox"/> none of these

17. Where do you go immediately after classes have been dismissed for the day?

☐ to the van, and home
☐ in-town, then home
☐ to the gymnasium for supervised play, then home
☐ other, specify _____

18. Have you written a poem or an essay for which you got a prize, or were honorably mentioned? _____ yes or no.
If yes, when? _____; and for whom? _____.
19. Do you play a _____ piano;
_____ violin
_____ other, specify _____.
20. Have you been on the executive of the Student's Union this year (1959-60)? _____ (yes or no)
If yes, in what capacity? Check: _____ President
_____ Vice President
_____ Secretary and/or treasurer
_____ Committee Chairman
21. Approximately, how much spending money do you have with you in school today? (check)
_____ less than \$1.00
_____ \$1.00 but less than \$3.00
_____ \$3.00 but less than \$5.00
_____ \$5.00 but less than \$10.00
22. Boless, a tale about a friendless, lonely woman craving companionship, written by Maxim Gorki, a Communist, is in your Creative Living bk. 5. Since the writer was a Communist should his writing be included in the text? Why, or why not?
23. The following are called primary colours: red; blue; yellow. Which one do you like best of all three? Underline.
24. Each of the following men will make a maximum of \$15,000. a year at the peak of his career. Which of these would you like to be?
_____ a strawberry gardener
_____ a chairman of a company
_____ a story writer
_____ a cabinet minister (check only one)
25. Select the occupation you would most like to be in when you are an adult:
_____ a District Agriculturist earning a maximum of \$8,000.
_____ a Manager of a Wholesale earning a maximum of \$10,000.
_____ a Studio Photographer earning a maximum of \$12,000.
_____ a Public Relations man, earning a maximum of \$14,000.

26. With which one of the following do you agree.
(check only one)

_____ Man's technical achievements can and will be used
for the moral and economic betterment of all men
everywhere.

_____ While the "Cold War" is likely not to break open in-
to a "Hot War", it does keep industry in a high point
of production and thereby keeps the economy of our
country at a high level.

_____ Peace is not possible. It is an idealist's dream.
Stone Age man fought and so must we, because we are
not machines but are bone, muscle and emotion.

27. All of the following persons are of good character. If
you had a choice in selecting your closest neighbour
which one of the following would you select:

1. _____ Mr. and Mrs. Francois
2. _____ Mr. and Mrs. Krautzen
3. _____ Mr. and Mrs. Ruski
4. _____ Mr. and Mrs. Scotson
5. _____ don't know

28. Check the one which is characteristic of your point of
view:

_____ "I never like stubble fields so much as now--
Aye, better than the chilly green of spring."--
Keats.

_____ "When you have seen one green field you have seen
all green fields."--Johnson

29. Below are listed conditions or situations that cause a
great deal of unhappiness to teen-agers. Using numbers:
1, 2, 3, etc., indicate in the blanks what you think is
most "tragic" to the teen-ager. (number "2" would indi-
cate the next most tragic, and so on)

_____ skinniness
_____ overweight
_____ no ability in sports

_____ low marks in school
_____ subjects
_____ not being "in a group"
_____ not interested in activi-
ties most others are interested
in
_____ other, specify

30. You have ten dollars to give to some worthy cause. In the blanks below indicate how you would divide the money, that is, in each blank put the actual amount (if any) you would give to that particular charity.

1. \$_____ to starving Greek Children
2. \$_____ to children of unemployed Nova Scotia coal miners
3. \$_____ to starving Chinese communist children
4. \$_____ to your next door neighbour, a poor widow
5. \$_____ to the Red Cross

31. Of the following list of writers and poets taken from your text, seven are (or were) Canadian. Locate and underline the names of these Canadians:

Norman Corwin

Hugh MacLennan

E. J. Pratt

Ogden Nash

Wm. Shakespeare

Charles G.D. Roberts

O. Henry

Stephen Leacock

Vachel Lindsay

Dan MacGowan

Robert Frost

Robert Burns

Earle Birney

Rupert Brooke

A. E. Robinson

Duncan Campbell Scott

Christopher Morley

James Thurber

Edwin Markham

Edgar Allan Poe

32. Your nationality is _____ -Canadian
(English, French, German, Ukrainian, etc.)

33. Were you born in Canada? _____ (yes or no)
If no, where? _____
If so, did you come to Canada since 1945? _____ (yes or no)

34. Approximately how tall are you? _____ feet; _____ inches.
Approximately how much do you weigh? _____ pounds.

35. Do you speak another language fluently besides English?
_____ (yes or no). If yes, which? _____
Do you write it also? _____ (yes or no)

36. Are both your parents living? _____ (yes or no)
If no, then: _____ just your father?
_____ just your mother?
_____ neither?

37. Does your mother and/or father attend the Home and School meetings: _____ regularly (that is, every meeting)
_____ sometimes
_____ never.

38. Do you have a personal bank account? _____ (yes or no)

APPENDIX B

To the Teacher of Literature 20:

We are asking you to please fill out the following questionnaire during the time that the Literature 20 Inter-divisional test is being given to the students. After you have completed it, and in order that all answers in it be strictly confidential, seal the questionnaire in the envelope provided. Hand the envelope and the checked examination booklets to your principal or your superintendent.

QUESTIONNAIRE:

Name _____; Address _____

Name of school _____; School Division _____

Teaching experience in years: _____ five years or less
_____ 6--10 years
_____ 11--16 years (check one)
_____ 16 or over

How many years have you been teaching Literature 20? _____

Do you also teach English 30 this year? _____ (yes or no)

Do you also teach Language 20 this year? _____ (yes or no)

How many years of training have you completed? _____ 1 year
_____ 2 years
(check) _____ 3 years
_____ B.Ed. Degree
other degrees _____

What is your speciality? (English; History; Math., Science; etc.)

What university courses do you have in English? Please indicate:

1 _____ 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

Please indicate your nationality: _____ -Canadian;

1. Is your "register-room" the grade Eleven room? ____ (yes or no)
2. On the timetable are your Literature 20 periods three separate ones? ____; or is there a block of two periods? ____ (check one)
3. How many students are there in your Literature 20 class(es):
1 ____; (2 ____; 3 ____; 4 ____)
4. Have you been on a recent trip? ____ (yes or no). If yes, when? ____; Where: ____ outside the Province, but in Canada;
____ outside the Dominion, but in N. America;
____ outside of N. America, and where: _____
5. What hobbies do you have?
____ reading ____ carpentering
____ music ____ gardening
____ traveling ____ painting
____ writing ____ other, specify: _____
6. Does your school have: ____ a central library of fiction only
____ room libraries only
____ central library of fiction and reference material
7. Does your school library carry any of the following magazines, newspapers, and pamphlets, to which the students have ready access?
____ Macleans ____ Atlantic
____ Edmonton Journal ____ National or Canadian
____ Life ____ Geographic
____ Newsweek or Time ____ Saturday Review
____ Saturday Night ____ The New Yorker
____ ____ Carpers
____ ____ others, specify _____
8. Do you belong to a book club, e.g., Book-of-the-Month Club? ____ (yes or no). If yes, indicate which one, or type: _____

9. Which of the following novels and non-fiction have you in your own home library:

<u>Advise and Consent</u> (Drury)	<u>Act One</u> (Hart);
<u>Hawaii</u> (Michener)	<u>Folk Medicine</u> (Jarvis);
<u>The Devil's Advocate</u>	<u>Pay This House be Safe</u>
(West)	<u>From Tigers</u> (Fing)
<u>Poor no More</u> (Ruark)	<u>My Wicked, Wicked Ways</u>
<u>Dear and Glorious</u>	(Flynn)
<u>Physician</u> (Caldwell)	<u>This is my God</u> (Wouk)
<u>Two Weeks in Another</u>	
<u>Town</u> (Shaw)	<u>The Joy of Music</u>
<u>The Constant Image</u>	(Perstein)
(Davenport)	
<u>Full for the Flames</u>	<u>Grant Moves South</u> (Catton)
(Waugh)	
<u>Where the Boys Are</u>	<u>The Armada</u> (Mattingly)
(Swarthout)	
<u>The War Lover</u> (Jersey)	<u>The Longest Days</u> (Ryan)

10. Does your community have a(n)

<u>Literary Club</u>	<u>Drama Club</u>
<u>Art Club</u>	<u>Reading Club</u>
<u>Music Club</u>	<u>other, specify</u>

in which you participate _____
 -- contribute _____

11. Is there any time on the Time-table allotted to students for just free reading and library browsing? _____ (yes or no)

12. Would you say your students have most difficulty with:
 (check 1)

<u>Essays and Short Stories</u>
<u>Poetry</u>
<u>Modern Drama</u>
<u>Shakespearean Drama</u>

13. In your study of the Shakespearean play briefly indicate the methods you chose to teach the play:

14. What techniques or methods do you use to teach poetry in Literature 20?

15. How are grade Eleven book reviews presented; and how do you check and evaluate them:

16. How do you teach vocabulary in Literature 20?

17. Have you had any Literature lesson that stands out as a particularly successful one? Can you account for its success?
18. State briefly anything that would improve your Literature 20 lessons, or the course:
19. List the professional books or magazines to which you subscribe?

APPENDIX C

LITERATURE 20
June 15, 1960

Candidate's Name

Time: $2\frac{1}{2}$ hours
(including questionnaire)

R.S. ☐

Total Marks: 170

Instructions to the student:

1. Write in blue-black ink only.
2. All your answers must be in this booklet.
3. Cross out mistakes neatly.
4. In the first several pages where written answers are required use complete sentences.

Instructions to the Teacher or Marker:

When you mark the first several pages containing the two prose articles and the two poems please indicate the value you assign to the answers in the little boxes on the right edge of the page.

The Short Story

Read the short story below and answer the questions that follow it.

Fair and Stormy

(by Hugh M. Kahler)

At the noon recess, on his way to dinner, Harvey Warren stopped to look up at the statue of Justice over the brick courthouse. He saw the sword and the balance, but his eyes focused grimly on the blindfold.

They were taking Eddie Ritter across the square to his dinner in the jail--the last meal, Warren knew, that Eddie would have to eat there. Eddie looked as if he knew this too. He grinned cheerfully at Warren, as if to show that he didn't bear malice against the county prosecutor for trying to send him to the chair. All through the trial he had worn just that same grin, good-humored, confident, faintly amused.

There was reason for it, Harvey Warren thought, as he moved away toward the Canastego House. With that bandage over her eyes Justice wasn't dangerous to a murderer who could hire Sidney Horvine to defend him, and who was tried before a jury of hill farmers with a hill-bred village lawyer as prosecutor. Eddie Ritter would surely be acquitted.

In the dining-room at the Canastego House the jury had a long table to themselves, at the back of the big, ugly room. When Warren came in they were looking out of the windows behind their table and he heard one of them declaring excitedly that it was certainly going to rain before sundown.

Sidney Horvine, sitting with witnesses for the defense, must have heard that prophecy too. His little, cunning eyes twinkled impudently at Warren. The prosecutor nodded and crossed to sit beside Uncle Jimmy Dyke.

"Looks like rain, sure's you're born," said Uncle Jimmy. He sounded excited about it. Harvey Warren didn't exactly blame him. Rain, after six weeks of drought, meant a lot to Uncle Jimmy--more than a murder trial, certainly, that was bound to end in acquittal. Most of the jury were farmers too. You couldn't blame them for being fooled by the air-tight kind of perjury that an artist like Sidney Horvine put before them, any more than for getting excited about the prospect of rain on their thirsty little fields.

It was Harvey Warren's business to break down that carefully rehearsed structure of lies. If Eddie Ritter went free, to go serenely back to his trade of murder, it would be Harvey Warren's fault, when another decent man like poor old Jerry Blaine died before Eddie's guns. It was Harvey Warren's fault if the hand of Justice weakened on its sword.

"Ritter'll get off," he said, more to himself than to Uncle Jimmy.

"Bound to," said Uncle Jimmy. "Couldn't 've been him that shot Jerry. Proved over and over that he was down to New York when it happened." His voice quickened. "Rain, sure as--"

"Can't see that it's nothing but perjury?" Warren spoke with a sudden heat of anger, less toward Uncle Jimmy than for the jurymen who would reason exactly as Uncle Jimmy did. "Fraser and Blunt saw Ritter come out of the bank. They both identify him positively. You've known them all their lives; you know they wouldn't swear away a man's life on a guess, but you'll believe these strangers--"

"Bound to," Uncle Jimmy insisted. "Couldn't be lying--not so many of 'em. One man might make up a likely lie and stick to it without getting tangled up, but not six, seven men. No, sir. Fraser and Blunt made a mistake, that's all. They picked out the wrong man from those rogue's gallery pictures."

Horvine came over to the table. Warren knew that it was part of his technique to make a show of friendly sportmanship where the jury would see it. He knew they were watching; that if he rebuffed Horvine's affable approach there would be less chance than ever of tearing that bandage away from the eyes of Justice.

"Well, we ought to get through this afternoon," said Horvine genially. Warren knew what he meant. Only a quick acquittal could finish the case before to-morrow. Horvine was rubbing it in, trying to prod him into a display of anger. Horvine knew that an angry prosecutor always prejudiced a jury against himself.

"Jury'll get through as quick's they can," said Uncle Jimmy. "They'll be looking for rain before sundown."

Horvine chuckled. Warren knew what he was laughing at, but Uncle Jimmy didn't. People like Uncle Jimmy were slow to suspect it when somebody ridiculed him.

"Everybody up this way seems to be a weather prophet," Horvine said.

"Got to be," said Uncle Jimmy. "Weather makes us or breaks us. It's our reg'lar business, weather is."

"That's so." Horvine sounded respectful. His littel eyes, though jeered at Harvey Warren. "I suppose it does matter a lot more to you than it does to us." He grinned at Warren. "I guess even a lawyer like Warren could put it all over me--in a weather-guessing contest."

Warren nodded, as if he hadn't felt the thrust. Horvine went jauntily back to join his allies. Uncle Jimmy wagged his head admiringly.

"Smart," he said. "No need for you to feel bad, Harve, getting licked by him. It's a good thing for you, if you look at it right. Ought to learn a lot, being up against a smart man like him."

Harvey Warren's big hand closed slowly so that the skin showed dully white at the knuckles.

"I guess I have learned something, Uncle Jimmy," he said. "That's right about Horvine. He's so smart that he's taught me a lot about my job--without even trying to do it."

He went out. A little chorus of snickering laughter came to him as he passed Horvine's table, but this time it didn't seem to sting.

Eddie Ritter had made a good witness for himself. All through Warren's cross-examination he had grinned amiably, looking and speaking exactly like that "big, good-natured, happy-go-lucky boy," of whom Sid Horvine had spoken so often.

The jurymen were restless. They heard it all over and over, word for word

as Eddie told it, and clouds beyond the westward windows were promisingly black.

"Just one more question, Ritter." The jury brightened to attention. Ritter straightened and his face became more cheerful than ever.

"It is a simple question, but I warn you solemnly to take care how you answer it, because your life depends on answering it right. If you did not spend the evening of April twenty-second at Coney Island, then you and your witnesses have all sworn falsely and the whole structure of your defense falls to the ground. If you were there, on that night, you can tell the jury whether or not it was raining. Tell them Ritter. We country people are always interested in weather. Tell them--"

He saw the sudden sweat on Ritter's face, saw the eyes narrow and go murderous with hate and fear.

"It was--" Ritter stopped.

"Take care," said Warren gently.

"Clear." Ritter's voice was flat and harsh. "No--it was raining." His trapped eyes darted at the jury box. "No, it was--"

Horvine was on his feet, sputtering incoherent objections, but the lean, sunbitten faces in the jury box were turned soberly toward Ritter, and it seemed to Harvey Warren, as he watched them, that overhead the stone figure of Justice had loosened the blindfold at last, and that the carved fingers were closing slowly on the hilt of the great, stern sword.

Questions: (Write your answers in the space provided after the question)

VALUES I. Why should the statue of Justice mentioned in the story:
a. be blindfolded?

b. hold the balance aloft?

c. clutch the hilt of the sword?

6. II. a. What is your reaction to Eddie Ritter when you first meet him?

4. b. When and why does your reaction change?

III. What two things in the story are improbable?

4. IV. How does the writer make Horvine a distasteful character?

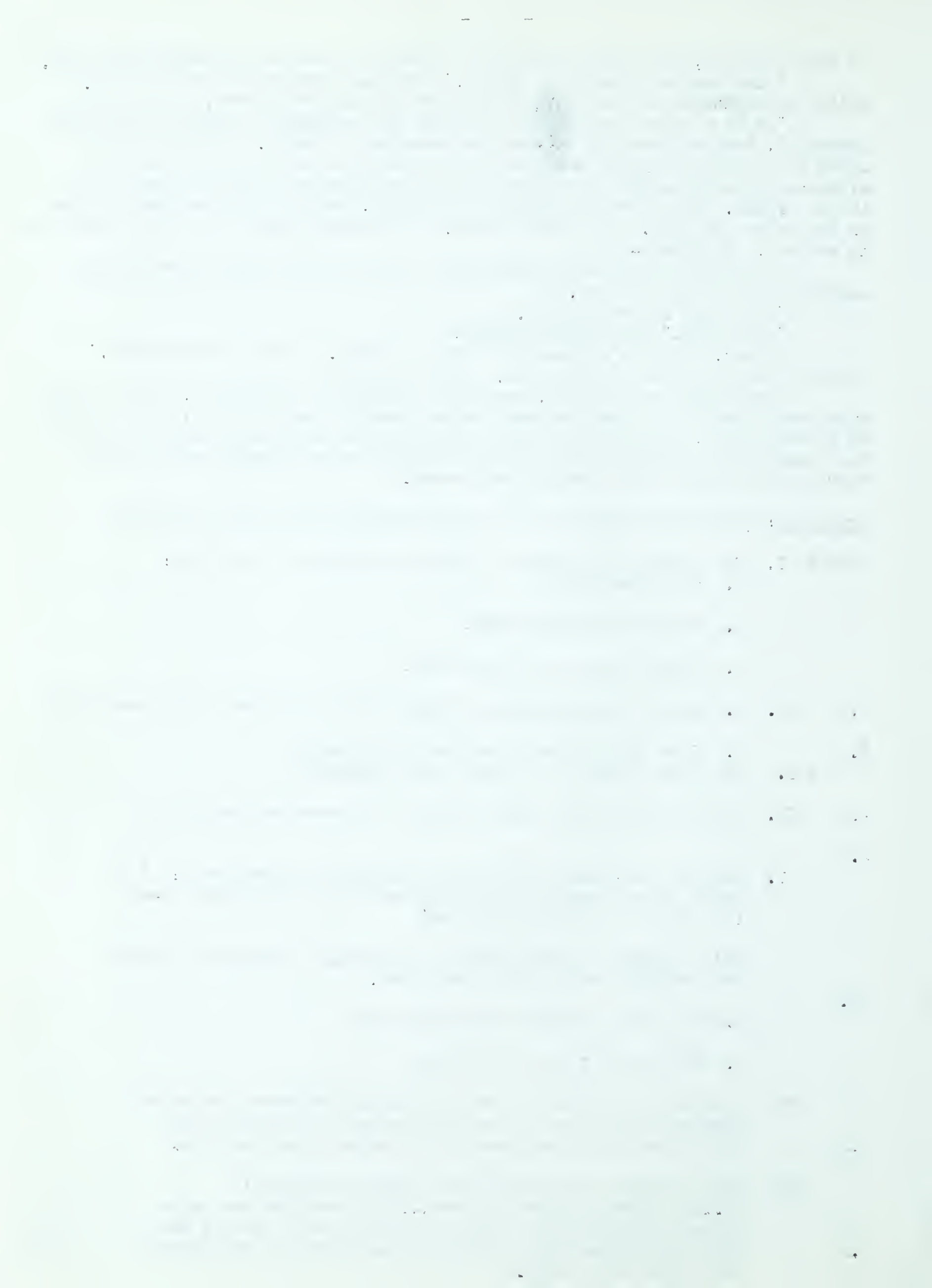
2. V. Horvine (two-thirds of the way through the story) says: "I guess even a lawyer like Warren could put it all over me-- in a weather guessing contest."
This sentence is prophetic and ironical. It prepares for the end, besides helping the plot along.

10. a. How is the sentence foreshadowing?

b. How does it illustrate irony?

4. VI. Had Ritter's witnesses sworn falsely, (as Warren suggested towards the end) as to the whereabouts of Ritter on the evening of April twenty-second? Support your decision.

4. VII. What do these concluding lines imply or suggest:
"...it seemed to Harvey Warren...that overhead the stone figure of justice had loosened the blindfold at last, and that the carved fingers were closing slowly on the hilt of the great stern sword."



- VIII. List two elements of a good short story that are evident in this piece of writing.
- 2.

The Essay

Read the essay below. Answer the questions that follow it.

The Race of Life
(by Oliver W. Holmes)

Nothing strikes one more, in the race of life, than to see how many give out in the first half of the course. "Commencement day" always reminds me of the start for the Derby, when the beautiful high-bred three-year-olds of the season are brought for trial. That day is the start, and life is the race. Here we are at Cambridge, and a class is just "graduating". Poor Harry! he was to have been there too, but he has paid forfeit; step out here into the grass back of the church; ah there it is!

Hunc Lapidem Posuerunt Socii Maerentes.¹

But this is the start, and here they are,--coats bright as silk, and manes as smooth as eau lustrale² can make them. Some of the best of the colts are pranced around, a few minutes each, to show their paces. What is that old gentleman crying about? and the old lady by him and the three girls, what are they all covering their eyes for? Oh, that is their colt which has just been trotted up on the stage. Do they really think those little thin legs can do anything in such a slashing sweepstakes as is coming off in these next forty years? Oh, this terrible gift of second sight that comes to some of us when we begin to look through the silvered rings of the arcus senilis.³

Ten years gone. First turn in the race. A few broken down; two or three bolted. Several show in advance of the ruck. Cassock, a black colt, seems to be ahead of the rest; those black colts commonly get the start, I have noticed, of the others, in the first quarter. Meteor has pulled up.

Twenty years. Second corner turned. Cassock has dropped from the front, and Judex, an iron-gray, has the lead. But look! How they have thinned out. Down flat,--five,--six,--how many? They lie still enough! they will not get up again in this race, be very sure! And the rest of them, what a "tailing off"! Anybody can see who is going to win,--perhaps.

Thirty years. Third corner turned. Croesus, bright sorrel, ridden by the fellow in a gold jacket, begins to make play fast; is getting to be the favorite with many. But who is that other one that has been lengthening his stride from the first, and now shows close up to the front? Don't you remember the quiet brown colt Asteroid, with the star in his forehead? That is he; he is one of the sort that lasts; look out for him! The black "colt", as we used to call him, is in the background, taking it easily in a gentle trot. There is one they used to call the Filly, on account of a certain feminine air he had; well up, you see; the filly is not to be despised, my boy!

Forty years. More dropping off,--but places much as before.

Fifty years. Race over. All that are on the course are coming in at a walk; no more running. Who is ahead? Ahead? What! and the winning-post a slab of white or gray stone standing out from the turf where there is no more jockeying or straining for victory! Well, the world marks their places in its betting-book; but be sure that these matter very little, if they have run as well as they knew how!

1. Grieving friends have erected this stone.
2. Water used in rites of purification
3. arcus senilis: Latin for "bow of old age", a whitish ring which is evident around the transparent covering of the iris and pupil of the eye.

Questions:

VALUES

- 2 I. Why should the start of the race be placed at Commencement Day, as the last day of the school-year is often called?
- 2 II. This is an allegory. What is the purpose of the author in writing this in allegorical form?
- 6 III. Name the professions alluded to in the paragraphs beginning:
(a) "Ten years gone."
(b) "Twenty years."
(c) "Thirty years."
- 3 IV. What symbolical connection do you see between the professions and the colour of the horses?
- 2 V. What has happened to "Poor Harry"?
- 6 VI. Towards the end of the essay, in the section titled "Fifty years" the following lines occur. In a few sentences of your own give the essential meaning of these lines.
"Who is ahead? Ahead? What !and the winning-post a slab fo white or gray stone standing out from the turf where there is no more jockeying or straining for victory !"
- 2 VII. What, does the writer suggest, is more important than merely getting ahead of others?
- 2 VIII. The author was a medical man. How is the reader aware of that? Support your answer with references to the essay.

Poetry

Below is a poem by E. J. Pratt. Read it carefully and answer the questions that follow it.

For one carved instant as they flew,
The language had no simile--
Silver, crystal, ivory
Were tarnished. Etched upon the horizon blue,
The frieze must go unchallenged, for the lift
And carriage of the wings would stain the drift
Of stars against a tropic indigo
Or dull the parable of snow.
Now settling one by one
Within green hollows or where curled
Crests caught the spectrum from the sun,
A thousand wings are furled.
No clay-born lilies of the world
Could blow as free
As these wild orchids of the sea.

Questions:

VALUES: I. What family or species of bird is being described?

2

II. What does the poet think about "silver, crest l, ivory" as being words adequate enough to describe the birds' veering?

2

III. The birds' flight is much more beautiful than two things mentioned in the poem. What are those things?

4

IV. What does "tropic indigo" mean or suggest?

2

V. What are the "green hollows"?

2

VI. Why have the birds' wings become curled?

2

VII. In the last three lines what really are:
(a) the lilies?

4

(b) the orchids?

VIII. Why has Pratt used the adjectives "clay-born" for "lilies", and Wild for "orchids"?

4

IX. Quote a line that indicates a mass congregation of the fowl?

2

X. Quote an outstanding example of alliteration.

2

Read the following poem by Bliss Carman. Answer the question below it.

Bluebird in October

When the October woods in Orient dyes
Are at their peak of splendor, and the bloom
Of Indian summer lies upon the hills,
There is a hushed expectancy, as if
Some medieval city on a tower,
Emblazoned with pure gold and scarlet gems,
Waited entranced a silver trumpet call
To sound its fanfare for triumphal news.
And then across the sunburnt valley comes--
No sudden cry of any victory,
Nor answering tumult of the charged scene--
Only, repeated like a litany
Of the lone heart, a bluebird's plaintive note,
Homesick for April, native of the spring.

Questions:

VALUES: I. State clearly

4

(a) two important respects in which the form of this poem resembles the sonnet form.

(b) one important respect in which it is not typical of this form

- 4 II. Show how each of the following expressions (in the context) is appropriate
- (a) in Orient dyes
- (b) plaintive note

4 III. Is the comparison in lines 4-8 suitable? Why, or why not?

4 IV. Point out one effective use of contrast in the poem.

Vocabulary

For each of the underlined words select and underline the best alternative from the listed choices. (one mark each)

1. "...said our dabbling storyteller..."
(a) spruce (b) dabbler in myths (c) spotted (d) talkative and genial
2. "...interest for their perversity and unexpected turns."
(a) congeniality (b) unwholesomeness (c) reverence (d) distinctness
3. "...as was my wont..."
(a) will not (b) habit (c) doer (d) remark
4. "...inmedicable woes."
(a) having no mobility (b) incurable (c) living forever (d) inoculated
5. "...en route for his insular heaven."
(a) island-place (b) stellar (c) unholy (d) clouded up
6. "...what a cosset of contradictions we all are..."
(a) horse-like (b) flask (c) hot drink (d) postmark
7. "...borrowing dull the edge of husbandry..."
(a) a light danger (b) careful management (c) a male parent (d) a lullaby
8. "...neat paisley shawl."
(a) worn-out (b) light cotton (c) fur-piece (d) colorful woollen
9. "...argentine vapour"
(a) steaming and stagnant (b) South American (c) silvery (d) golden
10. "...the Mount in Ret is ekleptomaniac."
(a) rabid rabbit (b) disease carrier (c) impulsive robber (d) insane actor
11. "...earth vomits from its navel."
(a) female parent (b) stomach (c) centre of the earth (d) labyrinth
12. "...they ambuscade the highway."
(a) lie in wait (b) traverse (c) dance wildly over (d) flood
13. "...I have something to expiate"
(a) atone for (b) exire (c) devise again (d) export
14. "...as each sinks into pantomime." (a) a type of paint (b) a rapid brooding in and out (c) soundless action (d) song
15. "...and pauses couchant for a space." (a) a type of hymnal chant (b) lying down with the head up (c) a violent coughing (d) a type of rocket engine

LITERARY TERMS, LABELS, NAMES

Select one answer from the list and underline it. (One mark each)

1. William Wordsworth was a Romanticist,
 - a. a writer who was a frequent candidate for feminine affection
 - b. a writer who wrote of country people and rural beauty
 - c. a writer who cherished Greek and Roman myths
 - d. a writer who was a Gypsy living in Rumania
2. The story ends in a typical O. Henryesque fashion.
 - a. events and characters are manipulated into ironic and surprising situations by the author
 - b. events and situations are hilariously realistic
 - c. characters are portrayed with extreme care; and with psychological penetration
 - d. many conclusions are possible; the writer leaves things "in the air" for a reader's individual interpretation
3. "Roll on thou deep and dark blue ocean..." is a line from a famous poem by Byron. This verse is an example of the poetic figure called:
 - a. euphemism; (b) apostrophe; (c) masculine rhyme; (d) simile;
4. Which of these illustrates an anapaest:
 - a. two unaccented syllables followed by an accented
 - b. one unaccented syllable followed by one accented
 - c. one accented syllable followed by an unaccented
 - d. one accented syllable followed by two unaccented
5. One of these poem-types is not properly classified as a Lyric
 - a. the idyll; (b) the ode; (c) the sonnet; (d) the ballad;
6. The Alexandrine line of a Spenserian Stanza contains:
 - a. twelve syllables, six of which are accented
 - b. twelve syllables, five of which are accented
 - c. ten syllables, five of which are accented
 - d. eight syllables, four of which are accented
7. To express the most profound and dignified thought in English a poet would use:
 - a. free verse; (b) blank verse; (c) iambic tetrameter; (d) the balladic quatrain;
8. Which one of the following plays you have studied this year is a radio play, that is, a play meant specifically to be acted "over the air":
 - a. Ulysses--Stephen Phillips
 - b. The Odyssey of Runyon Jones--Norman Corwin
 - c. Trifles--Susan Glaspell
 - d. Julius Caesar; or the Tempest; or Richard II--Shakespeare
9. "O. Henry" is the pen-name of a writer whose real name was:
 - a. H. H. Munro; (b) Wm. S. Porter; (c) Mark Twain; (d) Walter Mitty;
10. "Reduced to dust Jove's arsenals..." illustrates the use of what type of allusion:
 - a. literary; (b) Classical; (c) historical; (d) Scriptural;

MODERN DRAMA

Read the following selection and answer the questions printed beneath it. Choose the best answer (or answers) from the five possible answers, and underline your choice(s)

from A Family Man (by John Galsworthy)

Mrs. Builder (arranging the flowers) Aren't you going to the office this morning?

Builder Well, no, I was going to take a couple of days off. If you feel at the

the top of your form, take a rest--then you go on feeling at the top. (He looks at her, as if calculating) What do you say to looking up Athene?

Mrs. Builder (Palpably astonished) Athene ! But you said you'd done with her.

Builder (Smiling) Six weeks ago; but, dash it, one can't have done with one's own daughter. That's the weakness of an Englishman: he can't keep his resentments. In a town like this it doesn't do to have her living by herself. One of these days it'll get out we've had a row. That wouldn't do me any good.

Mrs. Builder I see.

Builder Besides, I miss her. Naud's so self-absorbed. It makes a big hole in the family, Julia. You've got her address, haven't you?

Mrs. Builder Yes. (very still) But do you think it's dignified, John?

Builder (genially) Oh, hang dignity ! I rather pride myself on knowing when to stand on my dignity and when to sit on it. If she's still crazy about art, she can live at home, and go out to study.

Mrs. Builder Her craze was for liberty.

Builder A few weeks' discomfort soon cures that. She can't live on her pittance. She'll have found that out by now. Get your things on and come with me at twelve o'clock.

Mrs. Builder I think you'll regret it. She'll refuse.

Builder Not if I'm nice to her. A child could play with me today. Shall I tell you a secret, Julia?

Mrs. Builder It would be pleasant for a change.

Builder The Mayor's coming round at eleven, and I know perfectly well what he's coming for.

Mrs. Builder Well?

Builder I'm to be nominated for Mayor next month. Harris tipped me the wink at the last council meeting. Not so bad at forty-seven--h'm? I can make a thundering good mayor. I can do things for this town that nobody else can.

Mrs. Builder Now I understand about Athene.

Builder (good-naturedly) Well, it's partly that. But (more seriously) it's more the feeling I get that I'm not doing my duty by her. Goodness knows whom she may be picking up with ! Artists are a loose lot. And young people nowadays are the limit. I quite believe in moving with the times, but one's either born a Conservative, or one isn't. So you be ready at twelve, see. By the way, that French maid of yours, Julia,--

Mrs. Builder What about her?

Builder Is he--er--is she all right? We don't want any trouble with Topping.
(N.B. Topping is the butler, or head servant).

Mrs. Builder There will be none with--Topping.

-
- I. Why does Builder propose to "make up" with Athene--what is the real reason. Choose one reason.
- a. he needs a good reputation to become mayor.
 - b. he can't keep up his resentment any longer.
 - 1 c. he thinks it is improper for a girl to live by herself.
 - d. he misses her because Maud is self-absorbed.
 - e. he wants her to study about art at home.
- II. Why did Athene leave home? Choose one answer.
- a. She left home so that she could study art.
 - b. She wanted liberty.
 - 1 c. Her father was unbearable to live with.
 - d. Maud was poor companion because she was so self-absorbed.
 - e. She wanted to attend a college in another town.
- III. What does Mrs. Builder imply when she says, "There will be none with--Topping". Choose TWO of the best answers.
- a. Topping is the best of butlers.
 - b. Topping can take care of himself.
 - 2 c. Topping will teach the maid what to do.
 - d. There may be trouble in another direction.
 - e. Topping is not afraid of the French maid.
- IV. What is Mr. Builder's attitude toward his wife? Choose TWO answers.
- a. He confides in her readily.
 - b. He orders her about.
 - 2 c. He confides in her only when his selfish interests compel him.
 - d. He treats her as an equal.
 - e. He follows her suggestions.
- V. What is Mr. Builder's attitude toward himself? Choose THREE answers.
- a. He is proud that she enjoys art.
 - b. He esteems himself as "an Englishman".
 - 3 c. He is proud of his position.
 - d. He is not certain of his control over Athene.
 - e. He feels that he is both conservative and modern-minded.
- VI. What is Mrs. Builder's attitude toward her husband? Choose THREE answers.
- a. Outwardly, Mrs. Builder is submissive to her husband.
 - b. Inwardly, Mrs. Builder is submissive to her husband.
 - 3 c. She sees through him.
 - d. She has difficulty in understanding him.
 - e. She is faintly ironic.
-

SHAKESPEAREAN DRAMA

There are three parts to this section: The first part is based on Julius Caesar, the second, on The Tempest, and the third on Richard II. Select the part which has questions based on the play that you studied this year. All candidates will do section below titled: "General Questions on Shakespearean Drama".

General Questions on Shakespearean Drama. (one mark each).

(Under line the best answer)

TOTAL

VALUE

5

- I. Shakespeare did NOT write: tragedies; lyrics; comedies; novels; romances;
- II. The theatre that did NOT exist during Shakespeare's time was: the Globe; the Odeon; The Theatre; the Rose;
- III. The theatre did NOT have: a pit; a balcony; a roof over the pit; dressing rooms; scenery;
- IV. The stage had all of the following except one. Select the letter which indicates the exception.
a. inner stage with a curtain; (b) balcony; (c) fore-stage with a curtain; (d) room for the audience on three sides of it.
- V. A device which is not usually used by modern writers to develop a character is:
a. description of his actions by others
b. description of his personality traits by others
c. his own silent actions
d. his own thoughts in meditation
e. his talk and arguments with others

Part B. Questions based on Julius Caesar. (one mark for each correct response).

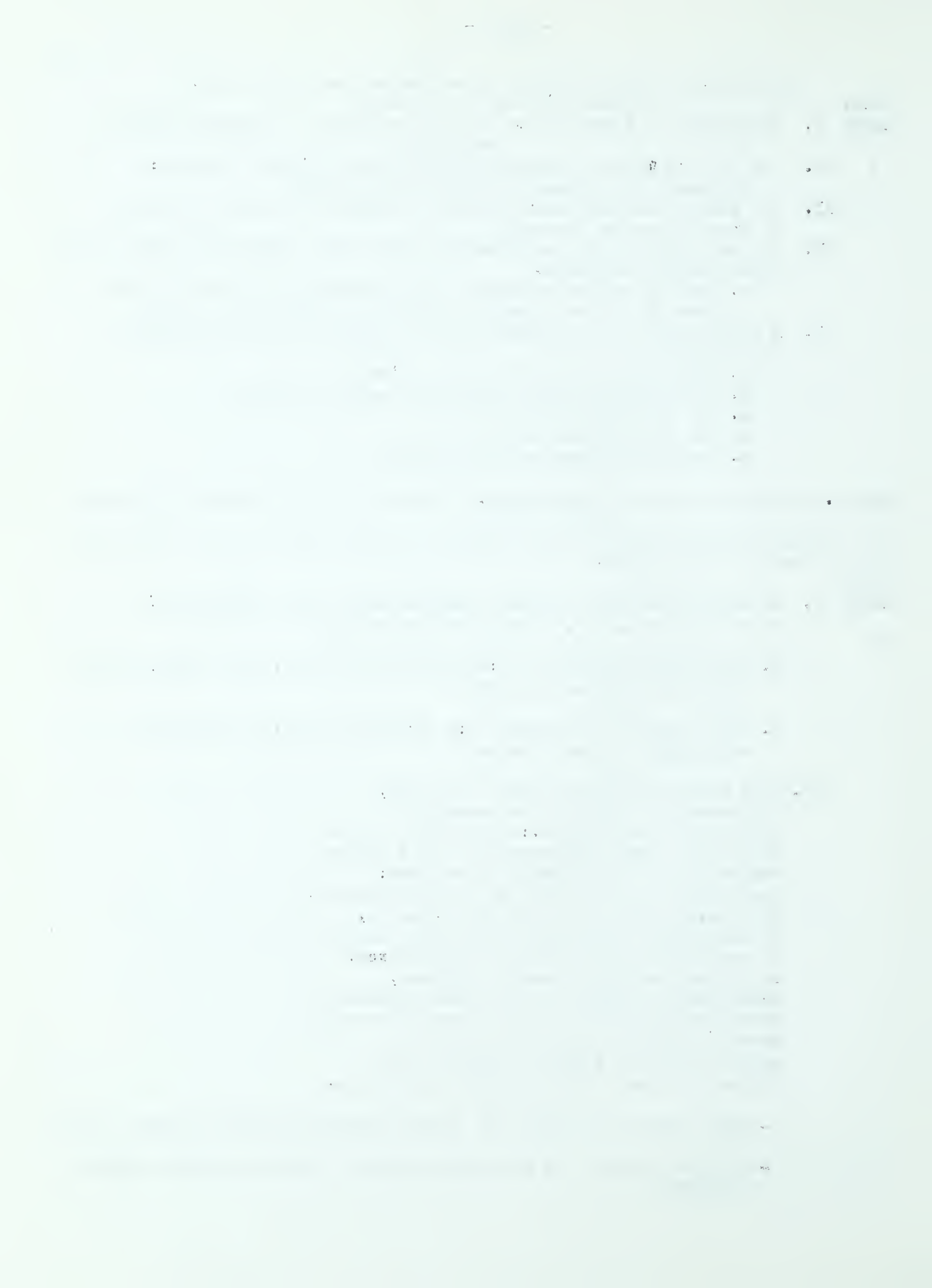
Read carefully each of the following excerpts and then underline the best answer to the questions that follow:

TOTAL

VALUE

25

- I. A trade, sir, that, I hope, I may use with a safe conscience; which is indeed, sir, a tender of bad soles.
- a. This speech is written in: blank verse; prose; free verse; poetic dictions; unrhymed couplet;
- b. This speech is an example of: dramatic irony; a conflict; a soliloquy; a pun; an aside;
- II. Well Brutus, thou art noble; yet I see,
Thy honourable metal may be wrought
From that it is disposed.: therefore it is meet
That noble minds keep ever with their likes;
For who so firm that cannot be seduced;
Caesar doth be r me hard; but he loves Brutus.
If I were Brutus now and he were Cassius,
He should not humour me. I will this night,
In several hands, in at his windows throw,
As if they came from several citizens,
Writings, all tending to the great opinion
That Rome holds of his name, wherein obscurely
Caesar's ambition shall be glanced at:
And after this let Caesar seat him sure;
For we will shake him, or worse days endure.
- a. This speech was spoken by: Caesar; Cassius; Anthony; Casca; Flavius
- b. It is an example of: an aside; dramatic irony; conflict; soliloquy; dialogue;



c. The purpose of the last two lines is: to develop character with dramatic finesse; to signal the actors to be ready for the following scene; to indicate a lapse of time in the scenes of the play; to slow down the action.

d. the best interpretation of:

Thy honourable metal may be wrought
From that it is disposed....
Gold cannot be changed into an inferior substance.
Gold can be changed into an inferior substance.
A noble person may be weakened by argument.
Brutus dislikes gold and silver.
Brutus's gold may be easily hammered into different shapes.

e. The best interpretation of:

Caesar doth bear me hard...
Caesar has difficulty to carry me.
Caesar dislikes me.
Caesar is afraid of me.
I dislike Caesar.
Caesar is annoying me.

III. Read this excerpt:

Is Brutus sick, and is it physical
To walk unbraced and suck up the humours
Of the dank morning? What! is Brutus sick,
And will he steal out of his wholesome bed
To dare the vile contagion of the night,
And tempt the rheumy and unpurged air
To add unto his sickness? No, my Brutus;
You have some sick offence within your mind,
Which, by the right and virtue of my place,
I ought to know of;—

a. The speaker is: Calpurnia; Cassius; Caesar; Portia; Casca;

b. The best interpretation of:

...is it physical
To walk unbraced and suck up the humours
Of the dank morning?

Is it healthy to walk unbraced and listen to jokes in the morning?
Is it healthy to walk undressed and breathe in the dampness of the air?
It isn't safe to walk without your crutches because people will laugh
at you in the early morning.
There are army pranksters in the early morning who will take advantage
of your weakened condition.
Is it physically possible to drink such liquids on a damp morning?

c. The best interpretation of:

You have some sick offence within your mind,

You have a headache.
You dislike mental work.

You have something bothering your mind.
You better attend to your scalp wound.
You are in need of a psychiatrist.

d. The best definition of "unpurged" is:
And tempt the rheumy and unpurged air:
extremely damp because of fog;
poisonous, because of factory exhausts;
unhealthy, because it is filled with germs;
chilly;
not yet purified by the sun;

IV. I could be well moved if I were as you;
If I could pray to move, prayers would move me;
But I am constant as the northern star,
Of whose true-fixed and resting quality
There is no fellow in the firmament.

a. The speaker is: Cassius; Julius Caesar; Decius Brutus; Marcus Brutus;
Octavius Caesar;

b. The speech is made to: Brutus; Cassius; Anthony; to the senators;
Metellus Cimber;

V. O ! pardon me, thou bleeding piece of earth,
That I am mock and gentle with these butchers !
Thou art the ruins of the noblest man
That ever lived in the tide of times.

a. The speaker is: Anthony; Cassius; Octavius Caesar; Caesar; Brutus;

b. The speech is addressed to: Julius Caesar; Brutus; the body of Julius
Caesar; the body of Brutus; Gaius Vassius;

VI. In List II find the two best traits of character for each of the
characters in List I. Put the numbers of your choice in the blanks
after each character.

Example: Decius Brutus (1) (2)

<u>List I</u>	<u>List II</u>
Marcus Brutus () ()	1. Capable of faltering
	2. envious
Octavius Caesar () ()	3. shrewd in a practical way
	4. idealistic
Marc Anthony () ()	5. patriotic
	6. unrealistic
Julius Caesar () ()	7. strong-willed
	8. skillful diplomat
Gaius Cassius () ()	9. over-confident
	10. pugilistic
	11. courageous
	12. understands human nature
	13. shrewd in understanding men
	14. youthful
	15. capable of flattering

THE TEMPEST

Read carefully each of the following excerpts and then underline the best answer to the questions that follow. Total Value is 25.

I. Steph. Be you quiet, monster. Mistress alone, is not this my jerkin?
Now is the jerkin under the line: now, jerkin, you are like to lose your
hair, and prove a bald jerkin.

- a. This speech offers an example of: dramatic irony; conflict; a soliloquy; a pun; an aside;
- b. This speech is written in: blank verse; rhymed couplets; free verse; poetic diction; unrhymed couplets;

II. All the infections that the sun suck up
From bogs, fens, flats, on Prospero fall; and make him
By inch-meal a disease! His spirits hear me,
And yet I needs must curse. But they'll nor pinch,
Fright me with urchin-shows, pitch me i' the mire,
Nor lead me, like a firebrand, in the dark
Out of my way, unless he bid 'em; but
For every trifle are they set upon me:
Sometime like apes, that howl and chatter at me
And after bite me; then like hedgehogs, which
Lie tumbling in my barefoot way, and mount
Their pricks at my footfall; sometime on I
All would with adlers, who with cloven tongues,
Do hiss me into madness.

- a. This speech was spoken by: Alonso; Gonzalo; Caliban; Miranda; Stephano;
- b. It is an example of: an aside; dramatic irony; a eulogy; dramatic conflict; soliloquy;
- c. The underlined word in line three means: a shipworm; a snack; slow decay; a germ; by slow degrees;
- d. The underlined words in line twelve mean:
 - dilled with harsh flavors
 - having a spicy taste
 - having long slender tongues
 - having split tongues
 - the tongues movement while making a hissing sound
- e. The word in the excerpt which means "to make faces at" is: fens; curse; rocks; now; mire;

III. Be of comfort:
My father's of a better nature, sir,
Than he appears by speech: this is unwonted
Which now came from him.

- a. The speech is made to: Prospero; Iris; Antonio; Trinculo; Caliban;

- b. The speech is made by: Ariel; Sebastian; Miranda; Prospero; Adrian;
- c. The best definition of "unwonted" is: not wanted; desirable; unusual; strange; customary;
- d. The best interpretation of:
"Than he appears by speech....."

He has a speech defect
People have been talking about him
His manner of speech indicates his mood
He is a silent man
He missed an appointment to speak at a luncheon

- IV. This is as strange a maze as e'er men trod;
And there is in this business more than nature
Was ever conduct of:—

- a. The speaker is: Antonio; Alonzo; Stephano; Ariel; Adrian; Boatswain;

- V. In List II find the two best traits of character for each of the characters in List I. Put the numbers of your choice in the blanks after each Character.

<u>List I</u>	<u>List II</u>
Antonio () ()	1. a teacher
	2. frolicsome
Caliban () ()	3. mischievous
	4. scholarly
Gonzalo () ()	5. repulsive
	6. unscrupulous
Prospero () ()	7. cowardly
	8. a flatterer
Ariel () ()	9. sympathetic
	10. garrulous

- VI. The source of the Tempest is believed to be: Plutarch's Lives;
Batholomew Fair; Daniel's poetical History of the Civil Wars;
Ayerer's Beautiful Side; Chronicles of England, and Scotland;

- VII. One of the following words meant "opinion" in Shakespeare's time but is now obsolete. The word is: hests; rete; justifiy; inly; whist;

RICHARD II

Read carefully each of the following excerpts and then underline the best answer to the questions that follow. (Total Value--25)

- I. Old gaunt indeed, and gaunt in being old
Within me grief hath kept a tedious fast;
And who abstains from meat that is not gaunt
For sleeping England long time have watched.
Watching breeds leanness; leanness is all gaunt
The pleasures that some fathers feed upon

Is my strict fast; I mean my children's looks;
And therein fasting, hast thee made me gaunt,
Gaunt am I for the grave, gaunt and grave,
Whose hollow womb inherits not but bones.

- I. a. This speech is an example of: dramatic irony; conflict; pun;
soliloquy; aside;
b. This speech is written in: blank verse; prose; free verse; poetic
diction; quatrains;
c. The speaker is: King Richard; Ross; Bagot; Bolingbroke; Gaunt;

II. Oh who can hold a fire in his hand
By thinking on the frosty Caucasus
Or clog the hungry edge of appetite
By bare imagination of a feast?
Or wallow naked in December snow
By thinking on fantastic summer's heat.

- a. The speaker is: Gaunt; Auverle; Bolingbroke; Richard; York;
b. The speech was made in connection with: the loss of a friend; a
banishment; a festive occasion; an expedition;

III. Let's purge this choler without letting blood
This we prescribe, though no physician
Deem's that malice makes too deep incision.

- a. The best interpretation of this speech is:

Let's destroy this sickness by calling a physician.

We prescribe a cure for the sickness but we ask that no physician
be called.

Let's cure this disease by milder means than the ordinary one of
blood-letting as these angry surgeons would be likely to lance
too deeply.

Angry surgeons will cut deeply. This will be one certain way of
curing the disease, even though others would suggest a cure
without blood-letting.

IV. I have been studying how I may compare
This prison where I live unto the world,
And, for because the world is populous
And here is not a creature but myself;
I cannot do it, yet I'll hammer it out
My soul in union with my brain, shall bear
A generation of prolific thoughts
And these same thoughts people this little world
In humours like the people of this world
For no thought is contented.

- a. This excerpt is part of a speech of: Richard; Bolingbroke; York; Exton;
Northumberland;
b. It is an example of: an aside; dramatic irony; conflict; soliloquy; pun;

c. "And these same thoughts people this little world...."

The best interpretation of "this little world" is:

This prison where I live
The earth is a small place
My own little kind
This England of ours
The universe

V. "...chasing the royal blood
With fury from his native residence."

a. The best interpretation of this speech is:

Driving the royal family from their home
Frightening the king by threatening to kill him
The king is bleeding badly from a wound
Making the king turn pale with anger
Being in hot pursuit of the king

VI. Grace me no grace and uncle me no uncle
I am no traitor's uncle.
Why have these banished unforbidden legs
Dared once to touch a dust of England's ground
But then more, why?

a. The speaker is: Richard; Bolingbroke; York; Salisbury; Carlisle;

b. The person addressed is: Bolingbroke; King Richard; Ross;
Northumberland; York;

VII. Their heads shall pay...

A. The best interpretation is:

They will pay if they think it over
We will collect their heads
Several heads are better than one
They shall lose their heads
They shall be put to death

VIII. Wise men never sit and wail their woes.
But presently prevent the ways to wail
To fear the foe, since fear oppresseth strength,
Gives, in your weakness, strength unto your foe.

a. The speaker is: the Queen; Richard; Scroop; the Bishop; Percy;

b. The person addressed is: Richard; Salisbury; Aumerle; York; Percy;

IX. To whom and on what occasion was the following line spoken:

Be he the fire, I'll be the yielding water.

- a. Spoken to: Northumberland; York; Percy; Richard; Scroop
- b. In connection with: banishment of Bolingbroke; death of Gaunt;
capture of King Richard; the approaching attack of Richard's
army; the approaching attack of Bolingbroke's forces;

X. In list II find the best traits of character for each of the characters in List I. Put the number of your choice in the parentheses following each character.

<u>List I</u>	<u>List II</u>
Richard II () ()	1. old and weak
	2. envious
Bolingbroke () ()	3. skillful leader of men
	4. cruel
York () ()	5. hypocritical
	6. philosophical
Gaunt () ()	7. unstable
	8. loyal
	9. understanding of human nature.

CHART II

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